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ABSTRACT

This report describes a program to improve student reading achievement of the targeted first, second, and third grade classes in two west central Illinois schools. More than half of each schools' population was identified as low-income. Evidence for the existence of reading problems included student surveys, oral reading rubrics, phonemic awareness and decoding inventories, and writing rubrics. Analysis of probable cause data revealed that students lacked an ability to use these reading strategies: prior knowledge, reading practice, decoding skills, and connections between reading and writing. After reviewing professional literature and evaluating the targeted students, a decision was made to select three interventions: designing learning activities that increase reading practice, developing decoding awareness, and making a connection between reading and writing. Post intervention data indicated an increase in student reading achievement. Students showed improvement in phonological and phonemic awareness, vocabulary, oral reading, expression, fluency, comprehension, and recreational reading. Students felt more confident about reading abilities. (Contains 50 references, and 10 tables and 8 figures of data; appendixes contain a survey instrument, oral reading rubrics, phonemic awareness/decoding inventories, and writing rubrics.) (Author/RS)

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IMPROVING STUDENT READING ACHIEVEMENT THROUGH THE USE OF READING STRATEGIES

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Elizabeth Mosley

An Action Research Project Submitted to the Graduate Faculty of the

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ABSTRACT

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TITLE: Improving Student Reading Achievement Through the Use of Reading Strategies

This report describes a program to improve student reading achievement of the targeted first, second, and third grade classes in two west central Illinois schools. More than half of each schools' population was identified as low-income. Evidence for the existence of reading problems included student surveys, oral reading rubrics, phonemic awareness and decoding inventories, and writing rubrics.

Analysis of probable cause data revealed that students lacked an ability to use these reading strategies: Prior knowledge, reading practice, decoding skills, and connections between reading and writing.

After reviewing professional literature and evaluating the targeted students, a decision was made to select three interventions: Designing learning activities that increase reading practice, developing decoding awareness, and making a connection between reading and writing.

Post intervention data indicated an increase in student reading achievement. Students showed improvement in phonological and phonemic awareness, vocabulary, oral reading, expression, fluency, comprehension, and recreational reading. Students felt more confident about reading abilities.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted primary grade classes at School A and School B exhibited a lack of reading strategies which interfered with academic success. Reading strategies were defined as tools which empowered students to become more fluent and gain meaning from printed material. Evidence for the existence of this problem included student surveys (Appendix A), oral reading rubrics (Appendix B), phonemic awareness and decoding inventories (Appendix C), and writing rubrics (Appendix D).

Immediate Problem Context

School A was a kindergarten through grade 6 building serving 519 children. The population of the school included 54% low-income students. The ethnic makeup included 70% Caucasian, 24% Hispanic, 6% Black, 2% Asian, and 0% other.

School A had a total of 30 certified teachers. More than 71% of the teaching staff had ten or more years experience in the classroom. Over 50% of the teaching staff had a masters degree.

School A had learning disabilities (LD) classes, speech classes, counseling services, an English as a Second Language (ESL) Program, a Head Start Program, and a pre-kindergarten. The school had an Integrated Learning Systems (ILS) Laboratory for students in grades 1 through 6 who participated in daily computer classes. Extracurricular computer instruction was offered by ILS laboratory managers. Title I teachers offered additional help in reading and math. The Reading Recovery Program provided intensive one-on-one instruction for at-risk grade 1 readers.

School A implemented a social skills program to improve the school's climate. The

PeaceBuilders Program was implemented to improve the attitudes of students and staff. The school had a student council mentor program and Rainbows, a program for children who have suffered from divorce or death in the family.

School A hosted an after-school latchkey program. The school participated in Junior Achievement and had a partnership with a major farm implement business and a local community college. Students were given an opportunity to invest money and learn about savings accounts through expertise provided by local bank employees. The students benefited from reading and math tutoring provided by local churches. Students had the opportunity to be members of The Boys and Girls Club of America, Dad's Club, Boy Scouts, and Girl Scouts.

Monthly staff meetings and collaborative house meetings focused on addressing school concerns and meeting the requirements of the School Improvement Plan. Collaborative house meetings also addressed classroom concerns and the special needs of children.

School A had a breakfast and lunch program, parent nights, and peer tutoring. The Parent Teacher Association (PTA) helped raise money which provided funds for school supplies and materials.

School B was a kindergarten through grade 6 building serving 335 children. The population of the school included 59% low-income students. The ethnic makeup of School B included 66% Caucasian, 22% Black, 10% Hispanic, 2% Asian, and 0% other.

School B had a total of 24 certified teachers with over 50% of the teaching staff having a masters degree. More than 75% of the teaching staff had ten or more years experience in the classroom.

School B had LD classes, speech classes, counseling services, an ESL Program, two interdistrict trainable mentally handicapped classes, and three academically talented classes. The school had an ILS Laboratory for students in kindergarten through grade 6 who participated in daily computer classes. Extracurricular computer instruction was offered by ILS laboratory managers. Title I teachers offered additional help in reading and math. The Reading Recovery Program provided intensive one-on-one instruction for at-risk grade 1 readers.

Social programs offered by School B included PeaceBuilders, Talk it Out, Conflict Mediation, and Polite is Right. These programs were implemented to improve the atmosphere of the school and the attitudes of students and staff.

School B hosted an after-school latchkey program. The school participated in Junior Achievement and had a partnership with a major farm implement business and the local public library. The students benefited from reading and math tutoring provided by local churches. Students had the opportunity to be members of The Boys and Girls Club of America, Dad's Club, Boy Scouts, and Girl Scouts. School B had a partnership with Christian Friendliness, a youth center, which tutored children in reading and math and offered an intramural physical education program.

Staff meetings at School B were held to work on the School Improvement Plan. Staff meetings, primary and intermediate team meetings, and a Special Assistance Program addressed the special needs of the children.

School B had a breakfast and lunch program, parent nights, and peer tutoring. The PTA helped raise money which provided funds for school supplies and materials.

The Surrounding Community

The targeted schools were a part of a community of 43,200 which was in a metropolitan bi-state area in west central Illinois with a population of 372,000. The community was located on a major waterway. The area was an agricultural, industrial and transportation center. Major employers in the area were Deere and Company, the Rock Island Arsenal, Alcoa, Case International Harvester, Oscar Mayer, Iowa Beef Packing, Mid-American Energy, Trinity Medical Center, Genesis Medical Center, and Eagle Foods. As of December, 1997, the average unemployment rate for the area was 3.8%.

The area was serviced by a metropolitan airport with sixty arrivals and departures per day with one stop service to virtually anywhere in the world through the central United States hubs of Chicago, Denver, Minneapolis, and St. Louis. Rail transportation included seven major railroad systems. The area was intersected by four major interstate highways. The Mississippi River was

navigable approximately ten months of the year. The river featured 50 barge terminals with 26 served by rail and interstate.

The area offered many river-centered recreational opportunities. The Mississippi and Rock Rivers offered opportunities for boating and fishing. Three area marinas offered boat rentals. One marina was host to a sailboat club which featured an annual lighted boat parade. The marina also had a yearly sailboat regatta. The area had three gambling boats which cruised the river and offered numerous gaming activities. One of the gambling boats offered live entertainment. A water taxi service and excursion boat were available for cruising the river. The community hosted boating and fishing expositions, jazz and blues festivals, and family and craft activities along the river.

The metropolitan area offered many other recreational facilities. The area had 143 parks, one conservatory, five public swimming pools, ten private swim clubs, 23 golf courses, five Young Mens' Christian Associations, 16 health clubs, one indoor ice and hockey rink, three outdoor skating rinks, and five outdoor soccer complexes. Other recreational offerings included: The Great River Trail, two bike and walking trails, Class A Minor League Baseball, Continental Basketball Association basketball, and a United Hockey League hockey team. The area was home to an 11,000 seat civic center, 16 museums and art galleries, 22 major performing arts organizations, ten indoor and outdoor theatres and one professional symphony orchestra.

There were many institutions of higher learning in the immediate vicinity. There was one graduate studies center, three universities, a four year college, two community colleges, and three trade and technical schools. A college of chiropractic and two highly respected state universities were located in this area. The University of Iowa was located 50 miles away and the University of Illinois was located 168 miles away.

In this area, the average expenditure per student was $4,124. The average class size for kindergarten through grade 8 was 20, and the average class size for high school was 18. The high school graduation rate was 91%.

The school district operated 12 kindergarten through grade 6 elementary buildings, a

kindergarten through grade 3 elementary building, two grade 7 through 8 middle schools, an alternative middle school, a grade 9 through 12 high school, an alternative high school, a special education cooperative, an early childhood learning center, and an educational facility for delinquent boys. The district employed 554 teachers. Out of these 554 teachers, 154 had masters degrees, and 151 had masters degrees plus 30 hours.

The median family income for this community was $35,000. The median value of a home was $50,000, and the community had approximately 18,000 households. The median age of the population was 35.

This area was rich in cultural diversity. The ethnic makeup of this community, at the time the research was conducted, was: Caucasian 40,700, Hispanic 2,939, Black 865, Asian 368, and other 93.

A number of changes took place in the community in the past ten years. A major downsizing in the farm implement work force increased the number of children living in poverty. Many past factory workers were forced to take jobs in the service industry with considerable loss of wages. The area saw an increase in minority families whose children came to school requiring special services such as ESL, the Maple Program, a preschool at-risk program, and Headstart.

National Context of the Problem

Nationally students' lack of reading strategies interfered with academic success. The federal government, state governments, educators, and the general public tried to find the best possible strategies to address the concerns. Some of the current methods did not meet with success; therefore, many new approaches were sought and tested with varying degrees of accomplishment. Approximately 20% of elementary and secondary school children did not reach functional literacy (Bower, 1992).

Approximately 17% of school age children were poor readers according to President Clinton's America Reads Challenge (Lewis, 1997a). Because so many students lacked reading strategies, national programs were implemented. The problem was addressed by the Senate Republican Policy Committee (Weaver, 1991), the United States Department of Education's

Office of Educational Research and Improvement (Weaver, 1991), and the United States Department of Education (Lewis, 1997b). A Senate Republican Policy Committee study entitled "Illiteracy: An Incurable Disease or Education Malpractice?" explored the successes of various reading strategies. The United States Department of Education's Office of Educational Research and Improvement supported the study entitled "Beginning to Read: Thinking and Learning About Print," which addressed the need for reading strategies. The "Special Strategies" study by the United States Department of Education looked at ten progressive programs involving reading strategies.

Many educators across the country were concerned about students' inability to read well. Educators in Texas (Bower, 1992), California (Lewis, 1997a), and Florida (Bower, 1992), among others, were looking at ways to improve students' reading performance.

Concern was generated among the general public about reading proficiency. The public wanted school reforms to improve reading literacy (Bower, 1992). Lewis (1997a) said, "We have declared war on illiteracy among our nation's children." (p.3)

The federal and state governments, educators, and the general public are concerned about all students' reading abilities and academic success. Reading literacy is essential in the world's high-tech, ever-changing society.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The students of the targeted primary grade classes at the participating schools exhibited a lack of reading strategies which interfered with academic success. Evidence for the existence of this problem was supported by student surveys, oral reading rubrics, phonemic awareness and decoding inventories, and writing rubrics.

Surveys administered to the targeted primary grade classes in September, 1998, showed that reading problems existed. The majority of first grade students did not comprehend the literature. The first grade student surveys also indicated a majority of the students had poor oral reading skills. The first and second grade student surveys showed students did not feel like fluent readers. The third grade surveys reflected students' lack of confidence in oral reading ability. Some third grade surveys showed a dislike for reading to others.

Reading rubrics were used to assess the targeted first, second, and third grade students' oral reading in September, 1998. The rubrics varied for each grade.

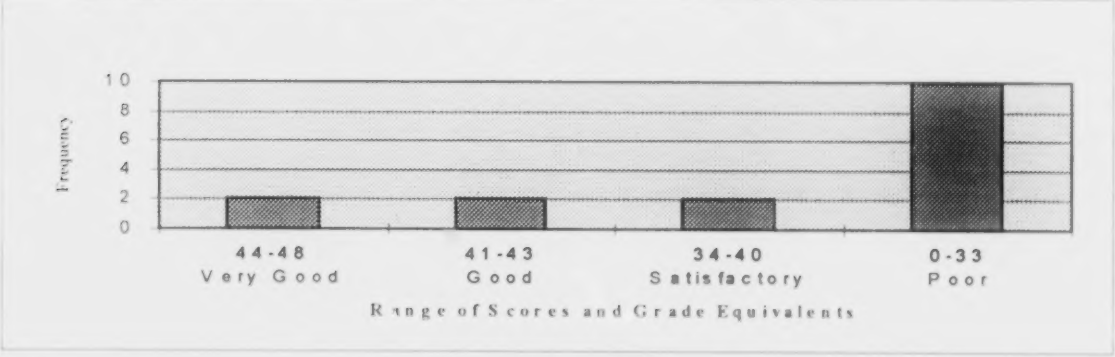
Table 1
Frequency Distribution of First Grade Oral Reading Rubric Scores, September, 1998.

Reading Behavior Category	Score	Frequency
Reads Entire Book Independently	100	0
Reads Most Words With Minimal Help	75	7
Reads Some Words With Help	50	1
Reads Beginning Sounds and a Few Words	25	1
Reads the Pictures	0	17

n=26

Table 1 showed reading problems existed in the first grade class. The majority of students did not read the text, but instead made up stories about the illustrations. None of the students were able to read the selected book independently.

In second grade a reading rubric was used to measure vocabulary, fluency, comprehension, and expression. The assessment showed the majority of second grade students were poor oral readers.



n=16

Figure 1 Grouped Frequency Distribution of Second Grade Oral Reading Rubric Scores, September, 1998.

Table 2

Grouped Frequency Distribution of Third Grade Oral Reading Rubric Scores, September, 1998.

Grade	Score Class	Frequency
A	44 - 48	4
B	41 - 43	4
C	34 - 40	7
D	29 - 33	3
F	0 - 28	6

n=24

According to Table 2, two thirds of the third graders' oral reading scores fell within the average to poor range when evaluated on vocabulary, fluency, comprehension, and expression.

Phonemic awareness and decoding inventories were administered in September, 1998 to assess the primary students.

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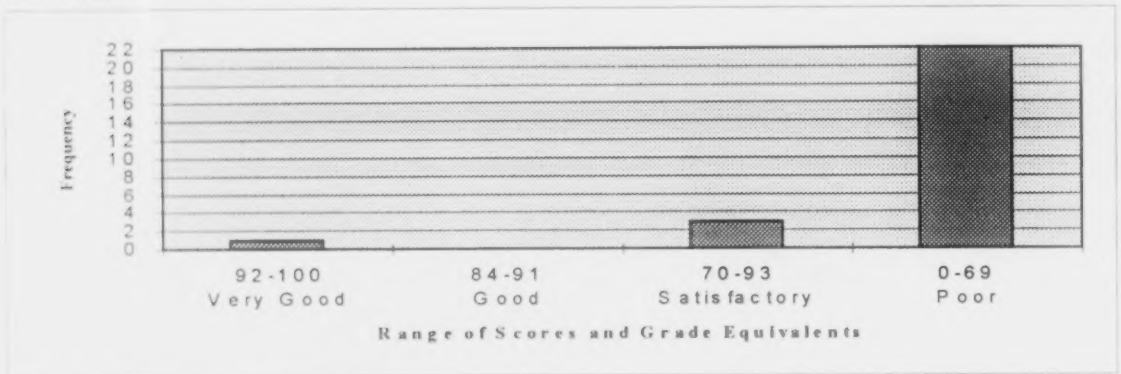
Figure 2 showed the students scores on the first grade phonemic awareness inventory were low. Test data showed 85% of the students performed poorly. Students were tested on rhyme and rhythm, parts of a word, sequence of sounds, separation of sounds, and manipulation of sounds.



n=26

Figure 2 Grouped Frequency Distribution of First Grade Phonemic Awareness Inventory Scores, September, 1998.

Table 3

Grouped Frequency Distribution of Second Grade Phonemic Awareness Decoding Inventory, September, 1998.

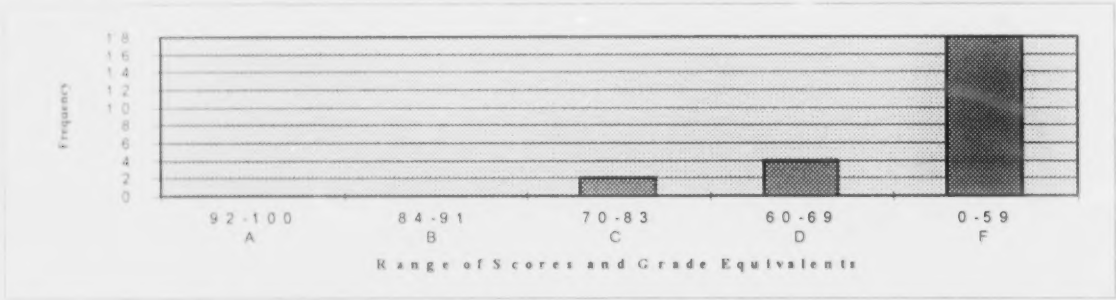
Score	Frequency
91 - 100	0
81 - 90	4
71 - 80	2
61 - 70	2
51 - 60	2
41 - 50	1
31 - 40	1
21 - 30	2
11 - 20	1
0 - 10	1

n=16

According to Table 3, half of the students did not pass the second grade phonemic awareness decoding inventory. None of the second graders scored in the excellent range. The inventory

measured the students' knowledge of blends, vowels, digraphs, dipthongs, inflectional endings, phonograms, and suffixes with and without spelling changes.

Figure 3 showed that two thirds of students tested did not pass the third grade decoding inventory. The inventory measured the students' knowledge of blends, vowels, digraphs, endings, singular and plural word changes, synonyms, antonyms, homonyms, contractions, compounds, prefixes, and suffixes with and without spelling changes.



n=24

Figure 3 Grouped Frequency Distribution of Third Grade Decoding Inventory Scores, September, 1998.

Writing assignments were given in September, 1998 to the targeted primary grade classes. Rubrics were used to assess the students' writing abilities.

Table 4

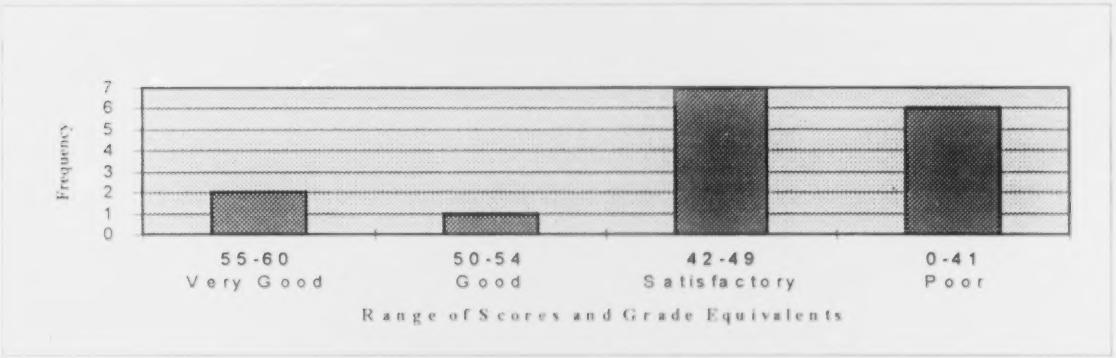
Grouped Frequency Distribution of First Grade Writing Rubric Scores, September, 1998.

Score	Frequency
76 - 100	0
51 - 75	0
26 - 50	17
0 - 25	9

n=26

According to table 4, all of the first grade students scored within the lower two quartiles. The students were unable to adequately express themselves in writing. A writing rubric was used to assess content, spelling, spacing, and punctuation.

Figure 4 revealed that only 19% of the second graders performed above average on the writing samples. The students' work was assessed using a rubric which measured the students' ability to write main idea sentences with supporting details. Capitalization, punctuation, and spelling were evaluated as well as the students' ability to connect reading and writing ideas in the writing sample.



n=16

Figure 4 Grouped Frequency Distribution of Second Grade Writing Rubric Scores, September, 1998

Table 5

Grouped Frequency Distribution of Third Grade Writing Rubric Scores, September, 1998.

Grade	Score Class	Frequency
A	55 - 60	0
B	50 - 54	3
C	42 - 49	7
D	36 - 41	5
F	0 - 35	9

n=24

Table 5 showed the majority of the third grade students' writing samples were unsatisfactory. None of the writing samples were excellent. The students' work was assessed using a rubric which measured the students' ability to write main idea sentences with supporting details. Capitalization, punctuation, and spelling were evaluated in addition to the students' ability to connect reading and writing ideas.

According to student surveys, oral reading rubrics, phonemic awareness and decoding inventories, and writing rubrics, the students of the targeted primary grade classes exhibited a lack of reading strategies. This lack of reading strategies interfered with students' academic success.

Probable Causes

There were various possible causes for poor reading exhibited by students which interfered with academic success. The site-based probable causes included lack of prior knowledge, reading practice, decoding skills, and the ability to connect reading and writing. Many children were not exposed to culturally-rich settings in the community. The students' experiences were limited, and the students lacked prior knowledge. This hindered the students' ability to connect background knowledge and reading. Some children were not read to at home because education was not seen as a top priority. Many children did not have home libraries, and many were not taken to the library. Some children did not see parents as role models for reading and writing. Some children did not see parents reading books, magazines, or newspapers. Often children did not see parents keeping calendars, writing grocery lists, composing letters, or writing thank you notes. Busy family schedules frequently made it difficult to find time for literacy activities. In many homes, unstructured time was spent on passive activities like watching television or playing video games. Many children arrived at school not knowing fundamental concepts about books and print such as left to right, alphabet recognition, and the concept of pictures and print evoking meaning.

Researchers suggested numerous causes for the problem. One such cause may be the students' poor perception of reading ability (Goodman, 1996; Center for the Study of Reading, 1991). Children avoided reading or chose not to be involved with literature-based activities (Henk and Melnick, 1995; Ruddell, 1995). The cause may be that many students enter school without a strong foundation in emergent literacy (Hiebert, 1997a). Many students were not exposed to literature prior to their initial educational experience (Morrow, O'Connor and Smith, 1990). Many students lacked literacy role models (Tancock, 1994). Students did not see significant adults reading books, newspapers, periodicals, or other forms of print. Many students lacked life

experiences related to literacy (Hansen and Hubbard, 1984). Children were not growing up in a literacy rich environment. Many students began school deficient in phonemic awareness skills and did not understand the concept of words in print (Yopp, 1995). Researchers suggest the mean readability level of the material, low performing students used, was often too difficult (Johnson, Pittelman and Heimlech, 1986; Tancock, 1994). Many low-achieving readers did not understand the purpose of reading was to gain meaning (Hansen and Hubbard, 1984; Davey, 1983; Armbruster, Anderson and Ostertag, 1989; Tancock, 1994). Students had a difficult time connecting reading and writing (Armbruster et al., 1989; Baumann and Ballard, 1987). According to research, another rationale for the problem was poor readers did not read enough (Reutzel and Cooter, 1991; Tancock, 1994).

Students demonstrated a lack of reading strategies which hindered academic success. The site-based causes might be a lack of prior knowledge, reading practice, decoding skills, and the ability to connect reading and writing. Researchers indicated possible causes for the problem: students' poor perception of reading ability, students' weak foundation in emergent literacy, and students' exposure to overly difficult materials. Other possible causes included students' inability to see the purpose of reading, students' inability to connect reading and writing, and students' lack of reading practice.

CHAPTER 3

SOLUTION STRATEGY

Literature Review

Researchers indicated various methods that remediated the students' lack of reading strategies. Researchers focused primarily on five areas: preparation for reading, reading practice, decoding skills, comprehension, and the reading-writing connection.

Teacher preparation for reading includes building background knowledge, setting purposes for reading, and providing appropriate materials. Retrieving prior knowledge, learning new vocabulary, and making predictions helps students prepare to read.

Sharing good literature with children builds background knowledge and helps students become successful readers. Reading to children at home assists in developing the language and vocabulary of emergent readers and correlates positively with academic success (Morrow, O'Connor and Smith, 1990). Building background knowledge by reading to children is vital (Anderson, 1984). Students' preconceived notions as readers can positively or negatively influence ability to read (Goodman, 1996).

Preparation for reading includes setting purposes. Educators need to motivate students and develop an interest in reading. Teachers should assist children in developing a clear purpose for reading (Henk and Melnick, 1995). Purposes for reading include enjoyment, recall of factual information, or locating references.

Providing appropriate materials is an important step in preparing students for reading. Educators need to gather materials that match the students' reading level and allow students to succeed (McTague, 1997).

Preparation for reading also includes retrieving prior knowledge. According to Goodman (1996), "Everything readers do is caused by their knowledge - their knowledge of the world, their knowledge of language, and what they believe about reading and the reading process" (p.601). Teachers need to activate childrens' prior knowledge and experiences so students gain meaning from text (Ruddell, 1995). Valuable input can be gained when students share prior knowledge (Illinois State Board of Education, 1994). The amount of prior knowledge a student brings to a topic lets the teacher know how much support the child will need in order to understand a reading selection. Using prior knowledge helps poor readers make inferences about the text read. Prior knowledge helps poor readers understand the reading material (Hansen and Hubbard, 1984). The key to learning is adding new information and experiences to prior knowledge about the topic, genre, and learning strategies (Center for the Study of Reading, 1991). Prior knowledge can include a book introduction which incorporates the reader's background, exposes the reader to types of language patterns, and shows the format of the book (McTague, 1997).

As a basis for book selection, teachers need to consider the number of high frequency and phonetically regular vocabulary words (Hiebert, 1997b). Educators should call attention to any new, different, or ambiguous vocabulary found in the text (McTague, 1997). Students should collaborate with the teacher in the selection and presentation of vocabulary.

Making predictions is another way to prepare students for reading. Prediction activities help students connect prior and new knowledge. Predictions help students organize ideas (Garrison and Hoskisson, 1989). Making predictions generates questions about story content. Prediction helps focus the reader on the task. Predicting should be open-ended with no right or wrong answers, encouraging participation and promoting ownership and self-esteem. Before reading the text, students should make predictions about the story content as part of the Directed Reading-Thinking Activity (Tancock, 1994). The emphasis of this approach is to confirm predictions which help students learn to self-correct (Garrison and Hoskisson, 1989).

Researchers suggested that students need more reading practice to improve their reading. According to Adams (1990), "The ability to read does not emerge spontaneously, but through

regular and active engagement with print" (p. 71). Students increase their literacy learning when practicing reading and writing (Fresch, 1995).

Reading aloud to children is one component of reading practice. Reading aloud to students permits children to gain new word understanding, build sight vocabulary, learn that printed material yields information, and discover that printed text gives a wide variety of messages (Adams, 1990). Reading aloud assists children in attaining comprehension (Tancock, 1994). Researchers suggested that reading aloud arouses imagination, cultivates emotional development, broadens the attention span, sets the stage for the reading-writing connection, and empowers the students to observe a good literacy role model. Reading aloud introduces children to a wide range of books and exposes students to proper language and grammar (Sanacore, 1994). Leading authorities recommend that teachers read from a variety of sources such as poetry anthologies, chapter books, short stories, newspapers, and magazines (Cunningham and Allington, 1992; Sanacore, 1994). Reading aloud encourages children to become readers for life (Sancore, 1994).

Storybook reading shows children that reading is enjoyable and fun (Cunningham and Allington, 1992; Sanacore, 1994). Children benefit from repeated readings. Additional readings help children transition from literal comprehension to analytical understanding. Repeated readings allow students to gain new word meanings (Anderson, 1984), attain a broad sight vocabulary (Adams, 1990), and predict storylines (Morrow, O'Connor and Smith, 1990).

Sustained silent reading is another component of reading practice. Researchers suggested that teachers need to provide daily time in their classroom schedules for silent reading (Mahler, 1995; Cooter and Reutzel, 1991; McTague, 1997; Ramey, 1995; Center for Improvement of Early Reading Achievement, 1998). Students learn to read by engaging in the reading process (Ramey, 1995).

Reader's Workshop is one way to engage readers. Reader's Workshop is real reading in a child-centered atmosphere. Students self-select the reading materials, read at a comfortable pace, and discuss the literature (Hagerty, 1992; Atwell, 1987). As with Sustained Silent Reading, Reader's Workshop requires teachers to allow time in daily schedules for student-selected read-

ing. Reader's Workshop includes literature discussions in the form of teacher-student conferences, peer conferences, large and small group sharing, extended writing, art, and drama activities (Hagerty, 1992).

An optional element to Reader's Workshop is Sustained Mumble Reading where the teacher passes around the room listening to individuals read. This gives the teacher a good feel for reading levels and allows the children to practice fluent reading (McTague, 1997). Another important aspect of Reader's Workshop is the mini-lesson. Teachers spend an average of ten minutes teaching procedural, literary, and strategy or skill lessons (Atwell, 1987; Hagerty, 1992; Tomkins and Hoskisson, 1995).

Oral Reading is another facet of reading practice. Teachers need to provide students with situations where students can read aloud to others (Sanacore, 1994). Oral reading can take the form of Reader's Theatre (Smith, Toothman and Bakken, 1994/1995; Routman, 1991; Tomkins and Hoskisson, 1995), choral or concert reading (Tompkins and Hoskisson, 1995; Gillet and Temple, 1994), echo reading (Gilbert and Temple, 1994), and Buddy Reading (Havens, 1994; Cunningham and Allington, 1992). Buddy Reading develops a community of readers. The social interaction that takes place during Buddy Reading is instructive (Fresch, 1995). Children who engage regularly in positive reading experiences achieve reading success (Henk and Melnick, 1995).

Researchers suggested that educators teach systematic decoding skills and provide opportunities to do meaningful connected reading (Adams, 1990; McCallum, 1988). To ensure effectiveness, phonics are taught in conjunction with reading. The two need to be balanced within the curriculum (Sweet, 1993; Five and Maxim, 1997). Early emphasis on phonetic learning results in improved word recognition, spelling, and comprehension skills (McCallum, 1988). Unless students can recognize letters and words automatically, constructing meaning is difficult (Sweet, 1993).

Children need to have a good understanding of spoken language before they can use written language. Since sounds are the foundation of language, children need to be aware speech

consists of a series of individual sounds. Connecting speech to individual sounds is commonly called phonemic awareness (Yopp, 1995; Adams, 1990; Ball and Blachman, 1991). Phonemic awareness enables students to learn the letter-sound correspondences required to read and spell words (Sweet, 1993). Researchers stated phonemic awareness was a powerful predictor of a child's success in reading and spelling (Sweet, 1993; Ball and Blachman, 1991; Yopp, 1995). Phonemic awareness is better at predicting early reading success than a general intelligence test. It is important for educators to incorporate experiences that foster the development of phonemic awareness prior to giving formal reading instruction. Phonemic awareness is an important variable in both traditional and whole language settings (Yopp, 1995). Systematic phonemic awareness includes training in auditory discrimination and awareness, sound blending, sound sequencing, phoneme segmentation, and sound manipulation (Ball and Blachman, 1991; Adams, 1990). Researchers suggested educators focus attention on the relationship between phonemes and corresponding written symbols (Ball and Blachman, 1991; McCracken, 1982).

Once children are phonemically aware, children become more successful with basic decoding skills. Leu and Kinzer (1991) stated, "Decoding knowledge is the knowledge that readers use to determine the oral equivalent of a written word." (p. 97) To become successful readers, children must develop and use strategies for decoding unknown words. Researchers mentioned three major cueing systems: graphophonic, understanding of letter-sound correspondences, syntactic, word structure clues, and semantic, context clues (Duffelmeyer, Kruse, Merkley and Fyfe, 1994; Routman, 1991). These cueing systems are supported by the following strategies: looking to the pictures for clues, looking at initial letters, thinking of a word that makes sense in the passage, looking for rhyming patterns, looking for repetitive patterns, looking for a smaller word in the larger word, and sounding out words. Children self monitor while reading by asking if the word looks right, sounds right, and makes sense (Maxim and Five, 1997). Educators need to encourage children to reread for understanding, self-correct when an error is made, and take risks by making guesses (Tancock, 1994). Strategies are learned by engaging children in a variety of purposeful reading and writing experiences (Maxim and Five, 1997).

According to research comprehension was an integral part of the reading process. Comprehension is the construction of meaning (Sweet, 1993). Students with good comprehension form hypotheses about the material, organize content into mental pictures, use prior knowledge, solve problems, and monitor comprehension (Center for the Study of Reading, 1991; Davey, 1983). Educators assist children by modeling the use of good comprehension strategies (Davey, 1983). Participating in activities such as retellings and response logs expands the students' thinking about the material (Mattson, 1994; Routman, 1991). Reciprocal teaching and graphic organizers help students comprehend the selections (Mattson, 1994). Story mappings help students gain meaning from the text (Davis, McPherson, 1989; Routman, 1991).

Researchers suggested in the present culture, reading and writing are meaningful when viewed together, mastered together, and utilized together (Sweet, 1993). Reading and writing are closely related and have many similar characteristics (Center for the Study of Reading, 1991). Constructive methods are evident in both reading and writing (Sweet, 1993). When people write words are constructed symbol by symbol, and people focus on aspects of print such as letter order, letter characteristics, and spatial concepts. Effective teachers place value on the use of inventive spelling (Sweet, 1993; Clarke, 1988). As writers create a narrative, the writers synthesize words and sentences. As readers engage in reading, the readers analyze the text. The two processes complement each other (Tancock, 1994). People construct meaning while participating in reading and writing experiences. Readers construct meaning while making and reevaluating predictions and interpretations. Writers construct meaning while making choices about and drafting content, as well as revising content and mechanics. Readers and writers construct a heightened understanding of the aspects of print and construct meaning through participation in the reading and writing processes. Participation in each process aids children in improving knowledge about the other process (Tancock, 1994; Sweet, 1993). Reading and writing are closely related and often occur together. Researchers suggested educators combine reading and writing instruction (Sweet, 1993). Through strategies such as shared writing experiences, children are able to make the reading-writing connection (McTague, 1997). Literature response logs give children

opportunities to respond to reading selections by writing (Routman, 1991). Journal writing allows students to express ideas in written form (Routman, 1991; Atwell, 1987; Ramey, 1995; Leu and Kinzer, 1991; Tompkins and Hoskisson, 1995). The language experience approach helps students make the reading-writing connection (Leu and Kinzer, 1991; Tompkins and Hoskisson, 1995). Literature discussion groups and authors' circles further enhance the students' ability to link reading and writing (Wray, 1994). Student generated plays allow students to practice the reading-writing connection (Havens, 1994).

Researchers have shown numerous techniques that aid in remediating the students' lack of reading strategies. The researchers focused predominately on reading preparation, reading practice, decoding skills, comprehension, and the connection between reading and writing.

Project Objectives and Processes

As a result of increased instructional emphasis on reading practice during the period of September, 1998 through December, 1998 the targeted first, second, and third grade students will become better readers as measured by student surveys and oral reading rubrics. Processes used to implement this objective include the following: develop lesson plans that provide reading practice, model fluent, expressive reading, and provide reading opportunities.

As a result of increased instructional emphasis on decoding skills and strategies during the period of September, 1998 through December, 1998 the targeted first, second, and third grade students will increase their ability to use decoding skills and strategies as measured by phonemic awareness or decoding inventories. Processes used to implement this objective include the following: develop lesson plans that focus on decoding skills and strategies, provide instruction in decoding skills and strategies, and provide opportunities to practice decoding skills and strategies.

As a result of increased instructional emphasis on the reading-writing connection during the period of September, 1998 through December, 1998 the targeted first, second, and third grade students will become better writers as measured by writing rubrics. Processes used to implement this objective include the following: develop lesson plans focusing on the reading-writing connection, model appropriate reading-writing strategies, and provide opportunities to practice the reading-writing connection.

Project Action Plans

First Grade Action Plan

Week One:

A. Give student survey
B. Evaluate oral reading using a rubric
C. Collect writing samples
D. Evaluate writing samples using a rubric
E. Administer and score Phonemic Awareness Inventory
F. Write in Weekly Implementation Journal

Week Two:

A. Provide Reading Practice
    1. Read aloud daily
        a. Share unit related or genre specific books
        b. Focus one read aloud session on reading signs
            1. Participate in a sign hunt
            2. Identify photographs of signs from the community
        c. Facilitate spontaneous student generated discussion
        d. Introduce Books We've Read chart, and list books read
    2. Readers' Workshop - Introduction
        a. Mini-lesson: Rules and procedures for Reader's Workshop
        b. Decorate cover of Readers' Workshop folder
        c. Guide students through two Readers' Workshop sessions
            1. Material selection - Free choice within guidelines
            2. Sustained Mumble Time (McTague, 1997)
            3. Record books read in Readers' Workshop Folder
    3. Reading Buddies (third graders and first graders)
        a. Meet in the first grade room
        b. Researcher reads aloud to the students
        c. Complete a T-Chart on the skill of working together
        c. Students find reading buddy by matching puzzle pieces
        d. Reading buddy teams make nametags, and get acquainted
    4. Books on the Go - (Allows each child to borrow a book from the classroom library) (daily)

B. Provide Decoding Skills Instruction and Practice
    1. Phonemic awareness - Level 1: Rhythm and rhyme (daily)
        a. Matching letters to sounds
        b. Sound matching
    2. Review letters of the alphabet

C. Provide Opportunities to Make Reading and Writing Connections
    1. Individual student journals (daily)
        a. Mini-lessons: Rules and procedures, inventive spelling
        b. Teacher captions and discusses journal entries with students
    2. Quick Word Booklet - Introduce
    3. Dictated group writing (bi-weekly)

4. The Adventures of Harold Hedgehog (Every Friday one student has the privilege of taking Harold, a child's stuffed animal, home for the weekend. Harold travels in a backpack which includes a letter to the parents, writing instruments and a journal entitled The Adventures of Harold Hedgehog. On Mondays, a special time is set aside to hear about Harold's weekend.)

D. Write in Weekly Implementation Journal

Week Three:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading containers
      c. Facilitate spontaneous student generated discussion
      d. List read aloud selections on classroom chart
   2. Readers' Workshop
      a. Mini-lesson: Making predictions
      b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
   3. Reading Buddies
      a. Present Buddy Folders to each team
         1. Record sheets for the book titles and dates
         2. Pockets for completed post-reading activities
      b. Third graders read self-selected stories to first grade reading buddies
      c. Record keeping
      d. Collaborative activity related to the literature
   4. Books on the Go (daily)
   5. Poetry Journal
      a. Explain concept of poetry journal (Provides each child with a place to sequentially keep all of the fingerplays, chants, songs and poems, that we do as a class so that the poems can be revisited.)
      b. Insert the first poem, fingerplay, song or chant
      c. Share the selection in various ways

B. Provide Decoding Skills Instruction and Practice
   1. Phonemic awareness - Level 1: Rhythm and rhyme (daily)
      a. Matching sounds to letters
      b. Sound matching
      c. Syllable counting
   2. Review letters of the alphabet

C. Provide Opportunities to Make Reading and Writing Connections
   1. Individual student journals (daily)
      a. Mini-lesson: Label the room
      b. Teacher captions and discusses journal entries with students
   2. Quick Word Booklet - Encourage additions
   3. Dictated group writing (bi-weekly)
   4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Four:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading menus
      c. Facilitate spontaneous student generated discussion
      d. List read aloud selections on classroom chart
   2. Readers' Workshop
      a. Mini-lesson: Story characters
      b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
   3. Reading Buddies
      a. Third graders read self-selected stories to first grade reading buddies
      b. Record keeping
      c. Collaborative activity related to the literature
   4. Books on the Go (daily)
   5. Poetry Journal
      a. Revisit and share old favorites
      b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
   1. Phonemic awareness - Level 2: Parts of a word (daily)
      a. Phoneme blending
      b. Syllable splitting
   2. Review letters of the alphabet

C. Provide Opportunities to Make Reading and Writing Connections
   1. Individual student journals (daily)
      a. Mini-lesson: Names
      b. Teacher captions and discusses journal entries with students
   2. Quick Word Booklet - Encourage additions
   3. Dictated group writing (bi-weekly)
   4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Five:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading newspapers
      c. Facilitate spontaneous student generated discussion
      d. List read aloud selections on classroom chart
   2. Readers' Workshop
      a. Mini-lesson: Story settings
      b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
   3. Reading Buddies
      a. Third graders read self-selected stories to first grade reading buddies

b. Record keeping
c. Collaborative activity related to the literature

4. Books on the Go (daily)
5. Poetry Journal
   a. Revisit and share old favorites
   b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
1. Phonemic awareness - Level 2: Parts of a word (daily)
   a. Phoneme blending
   b. Syllable splitting
2. McCracken Spelling - Introduction

C. Provide Opportunities to Make Reading and Writing Connections
1. Individual student journals (daily)
   a. Mini-lesson: Rules and procedures for sharing writing
   b. Teacher captions and discusses journal entries with students
   c. One session: Student-pair-share
2. Quick Word Booklet - Encourage additions
3. Dictated group writing (bi-weekly)
4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Six:

A. Provide Reading Practice
1. Read aloud daily
   a. Share unit related or genre specific books
   b. Focus one read aloud session on reading magazines
   c. Facilitate spontaneous student generated discussion
   d. List read aloud selections on classroom chart
2. Readers' Workshop
   a. Mini-lesson: Front matter
   b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
3. Reading Buddies
   a. Third graders read self-selected stories to first grade reading buddies
   b. Record keeping
   c. Collaborative activity related to the literature
4. Books on the Go (daily)
5. Poetry Journal
   a. Review and share old favorites
   b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
1. Phonemic awareness - Level 2: Parts of a word (daily)
   a. Matching sounds to letters
   b. Phoneme blending
   c. Syllable splitting
2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
   1. Individual student journals (daily)
      a. Teacher captions and discusses journal entries with students
      b. One session: Student-pair-share
   2. Quick Word Booklet - Encourage additions
   3. Dictated group writing (bi-weekly)
   4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Seven:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading greeting cards
      c. Facilitate spontaneous student generated discussion
      d. List read aloud selections on classroom chart
   2. Readers' Workshop
      a. Mini-lesson: Illustrations and mood
      b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
   3. Reading Buddies
      a. Third graders read self-selected stories to first grade reading buddies
      b. Record keeping
      c. Collaborative activity related to the literature
   4. Books on the Go (daily)
   5. Poetry Journal
      a. Review and share old favorites
      b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
   1. Phonemic awareness - Level 3: Sequence of sounds (daily)
      a. Phoneme isolation
      b. Sound matching
   2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
   1. Individual student journals (daily)
      a. Teacher captions and discusses journal entries with students
      b. One session: Student-pair-share
   2. Quick Word Booklet - Encourage additions
   3. Dictated group writing (bi-weekly)
   4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Eight:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books

b. Focus one read aloud session on reading letters
c. Facilitate spontaneous student generated discussion
d. List read aloud selections on classroom chart

2. Readers' Workshop
   a. Mini-lesson: How to give a book talk
   b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
3. Reading Buddies
   a. Third graders read self-selected stories to first grade reading buddies
   b. Record keeping
   c. Collaborative activity related to the literature
4. Books on the Go (daily)
5. Poetry Journal
   a. Revisit and share old favorites
   b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
1. Phonemic awareness - Level 3: Sequence of sounds (daily)
   a. Matching sounds to letters
   b. Phoneme isolation
2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
1. Individual student journals (daily)
   a. Teacher captions and discusses journal entries with students
   b. One session: Student-pair-share
2. Quick Word Booklet - Encourage additions
3. Dictated group writing (bi-weekly)

D. Write in Weekly Implementation Journal

Week Nine:

A. Provide Reading Practice
1. Read aloud daily
   a. Share unit related or genre specific books
   b. Focus one read aloud session on reading catalogs
   c. Facilitate spontaneous student generated discussion
   d. List read aloud selections on classroom chart
2. Readers' Workshop
   a. Mini-lesson: Connecting reading material to personal life
   b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
3. Reading Buddies
   a. Third graders read self-selected stories to first grade reading buddies
   b. Record keeping
   c. Collaborative activity related to the literature
4. Books on the Go (daily)
5. Poetry Journal
   a. Revisit and share old favorites
   b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
    1. Phonemic awareness - Level 4: Separation of sounds (daily)
        a. Phoneme blending
        b. Phoneme counting
        c. Phoneme segmentation
    2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
    1. Individual student journals (daily)
        a. Teacher captions and discusses journal entries with students
        b. One session: Student-pair-share
    2. Quick Word Booklet - Encourage additions
    3. Dictated group writing (bi-weekly)
    4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Ten:

A. Provide Reading Practice
    1. Read aloud daily
        a. Share unit related or genre specific books
        b. Focus one read aloud session on reading encyclopedias
        c. Facilitate spontaneous student generated discussion
        d. List read aloud selections on classroom chart
    2. Readers' Workshop
        a. Mini-lesson: Fiction versus nonfiction
        b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
    3. Reading Buddies
        a. Third graders read self-selected stories to first grade reading buddies
        b. Record keeping
        c. Collaborative activity related to the literature
    4. Books on the Go (daily)
    5. Poetry Journal
        a. Revisit and share old favorites
        b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
    1. Phonemic awareness - Level 4: Separation of sounds (daily)
        a. Phoneme blending
        b. Phoneme counting
        c. Phoneme isolation
        d. Phoneme segmentation
    2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
    1. Individual student journals (daily)
        a. Teacher captions and discusses journal entries with students
        b. One session: Student-pair-share
    2. Quick Word Booklet - Encourage additions

3. Dictated group writing (bi-weekly)
4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Eleven:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading dictionaries
      c. Facilitate spontaneous student generated discussion
      d. List read aloud selections on classroom chart
   2. Readers' Workshop
      a. Mini-lesson: Identify parts of interest
      b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
   3. Reading Buddies
      a. Third graders read self-selected stories to first grade reading buddies
      b. Record keeping
      c. Collaborative activity related to the literature
   4. Books on the Go (daily)
   5. Poetry Journal
      a. Revisit and share old favorites
      b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
   1. Phonemic awareness - Level 5: Manipulation of sounds (daily)
      a. Matching sounds to letters
      b. Phoneme blending
      c. Phoneme deletion
      d. Phoneme substitution
   2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
   1. Individual student journals (daily)
      a. Teacher captions and discusses journal entries with students
      b. One session: Student-pair-share
   2. Quick Word Booklet - Encourage additions
   3. Dictated group writing (bi-weekly)
   4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Twelve:

A. Provide Reading Practice
   1. Read aloud daily
      a. Share unit related or genre specific books
      b. Focus one read aloud session on reading maps and atlases
      c. Facilitate spontaneous student generated discussion

d. List read aloud selections on classroom chart

2. Readers' Workshop
   a. Mini-lesson: Dialogue
   b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
3. Reading Buddies
   a. Third graders read self-selected stories to first grade reading buddies
   b. Record keeping
   c. Collaborative activity related to the literature
4. Books on the Go (daily)
5. Poetry Journal
   a. Revisit and share old favorites
   b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
1. Phonemic awareness - Level 5: Manipulation of sounds (daily)
   a. Matching sounds to letters
   b. Phoneme blending
   c. Phoneme deletion
   d. Phoneme isolation
   e. Phoneme substitution
2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
1. Individual student journals (daily)
   a. Teacher captions and discusses journal entries with students
   b. One session: Student-pair-share
2. Quick Word Booklet - Encourage additions
3. Dictated group writing (bi-weekly)
4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Thirteen:

A. Provide Reading Practice
1. Read aloud daily
   a. Share unit related or genre specific books
   b. Focus one read aloud session on reading print found in school
   c. Facilitate spontaneous student generated discussion
   d. List read aloud selections on classroom chart
2. Readers' Workshop
   a. Mini-lesson: Reading Aloud
   b. Guide students through three Readers' Workshop sessions (Same format as Week 2)
3. Reading Buddies
   a. Third graders read self-selected stories to first grade reading buddies
   b. Record keeping
   c. Collaborative activity related to the literature
4. Books on the Go (daily)

5. Poetry Journal
    a. Revisit and share old favorites
    b. Insert and share a new poem, fingerplay, song, or chant

B. Provide Decoding Skills Instruction and Practice
1. Phonemic awareness - Level 5: Manipulation of sounds (daily)
    a. Matching sounds to letters
    b. Phoneme blending
    c. Phoneme deletion
    d. Phoneme isolation
    e. Phoneme substitution
2. McCracken Spelling lessons (daily)

C. Provide Opportunities to Make Reading and Writing Connections
1. Individual student journals (daily)
    a. Teacher captions and discusses journal entries with students
    b. One session: Student-pair-share
2. Quick Word Booklet - Encourage additions
3. Dictated group writing (bi-weekly)
4. The Adventures of Harold Hedgehog

D. Write in Weekly Implementation Journal

Week Fourteen:

A. Conduct student surveys
B. Evaluate oral reading using a rubric
C. Collect writing samples
D. Evaluate writing samples using a rubric
E. Administer and score Phonemic Awareness Inventory
F. Write in Weekly Implementation Journal

Second Grade Action Plan

Week One:

A. Give student survey.
B. Administer Phonemic Awareness-Decoding Inventory.
C. Evaluate oral reading using Frog and Toad Together.
D. Score oral reading using a rubric.
E. Assign a captioned-baseline writing sample.
F. Evaluate the writing sample using a rubric.
G. Discuss Sustained Silent Reading procedures and rules.
H. Discuss Readers' Workshop procedures and rules.
I. Discuss portfolio reading forms.
J. Make a class T-Chart about cooperative group rules.

Week Two:

A. Provide Reading Practice.
   1. Practice chant: Let's Hear it for Reading.
   2. Do Sustained Silent Reading and Readers' Workshop using fairy tales.
   3. Discuss the characteristics of fairy tales.
   4. Introduce and read The Three Little Pigs to the children.
   5. Introduce and read the two versions of The Three Little Pigs plays.
   6. Discuss the plays individually: the characters, settings, plots (main ideas), and details.
   7. Discuss and make the scenery.
   8. Gather or make the props.
   9. Read the plays orally as a class.
   10. Read the plays in cooperative groups.
   11. Study assigned part individually.
   12. Perform the plays until everyone has had a turn to be in both plays.
   13. Discuss the characteristics of limericks and list them on a graphic organizer.
   14. Read the limerick, There was an Old Pig With a Pen, and discuss it.
   15. Web appropriate social skills to use when working with Reading Buddies.
   16. Draw matching numbers to determine Reading Buddies.
   17. Read fairy tales with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
   1. Teach Discover Intensive Phonics for Yourself: Lessons 7-10.
   2. Introduce and practice the blends: bl-, str-, st-, scr-, br-, and pl-.
   3. Introduce and practice the phonograms: -ow and o-e.
   4. Introduce and practice the dipthongs: -ouse and -ow.
   5. Review and practice short a and the phonograms: -ack, -ad, -an, -and, and -at.

C. Provide Opportunities to Make Reading and Writing Connections.
   1. Do a comic-strip retelling of The Three Little Pigs.
   2. Write a different ending for the story.
   3. Discuss and list adjectives on Ladder Graphic Organizers which

describe the characters. Write a description of one of the characters, and illustrate the character.
4. Make a Wanted Poster for the Big Bad Wolf with a paragraph describing the wolf.
5. Write a limerick about a pig or a wolf.
6. Write a reflection about this week's lesson.

D. Complete the entry in the Implementation Journal.

Week Three:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop using fairy tales.
2. Review the characteristics of fairy tales.
3. Introduce and read the book, The True Story of the Three Little Pigs.
4. Discuss the book: the characters, settings, plots, and details.
5. Read the book in cooperative groups, with partners, and individually.
6. Read the story The Three Little Pigs and the Fox to the class.
7. Read fairy tales with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 11-13.
2. Introduce and practice silent k: knife, knock, knob, and knickknack.
3. Review and practice short e and the phonograms: -ent, -end, -ell, -ed, and -en.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Make a venn diagram comparing and contrasting the two books about the three little pigs. Write a class paper from the information on the diagram.
2. Fill in the Information Chart Graphic Organizer using The True Story of the Three Little Pigs.
3. Write a retelling of the story using this organizer.
4. Make a mural depicting a scene from the story, and write a description of each pig under the pictures.
5. Complete a PMI over the week's activities.

D. Complete the entry in the Implementation Journal.

Week Four:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop using fairy tales.
2. Review the characteristics of fairy tales.
3. Introduce and read Cinderella to the children.
4. Discuss the story.
5. Read the book in cooperative groups, with partners, and individually.
6. Read Mufaro's Beautiful Daughters to the class.
7. Introduce and read the play Precious Memories to the class, and let the children perform it during free time.
8. Prepare for and perform the play Cinderella.

9. Read Yen-Shen: A Cinderella Story From China to the children. Compare and contrast it with Cinderella.
10. Read fairy tales with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 14-16.
2. Introduce and practice the blends: sl-, pr-, sm-, fl-, st-, cl-, and dr-.
3. Review and practice short i and the phonograms: -id, -ig, -ill, -im, -in, -ind, -ink, -ip, and -it.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Write several activities from the following list on chart paper, and let the children vote on one to do each day:
   a. Make a T-Chart comparing and contrasting Cinderella and Yen-Shen. Write a class paragraph comparing and contrasting these characters.
   b. Write a paragraph comparing Cinderella and her stepsisters.
   c. Brainstorm and web what could have happened to Cinderella after marrying the prince. Write about her new life.
   d. Write a lost ad describing the slipper.
   e. Make a poster describing Cinderella.
   f. Discuss the characteristics of Haiku.
   g. Read the Haiku poem: In Search of Cinderella to the class.
   h. Write a Haiku poem about a character from Cinderella.
   i. Turn Cinderella into a play to perform.
   j. Write a critique or review of the performance of Cinderella.

D. Complete the entry in the Implementation Journal.

Week Five:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop using fairy tales and fables.
2. Discuss the characteristics of fables.
3. Introduce and read The Magic Fish to the class.
4. Read The Magic Fish in cooperative groups, with partners, and individually.
5. Discuss the book.
6. Introduce and model the play, The Magic Lamp.
7. Practice the play.
8. Prepare for the performance, and perform the play.
9. Prepare for and perform the play The Magic Fish.
10. Read Aladdin to the class, and brainstorm similarities between The Magic Fish, The Magic Lamp, and Aladdin.
11. Read Three Wishes at the Well to the class.
12. Read with Reading Buddies.

B. Provide Decoding Skills Practice and Instruction.
1. Teach Discover Intensive Phonics for Yourself: Lessons 17-19.
2. Introduce and practice the consonant digraphs: th-, wh-, sh-, and ch-.
3. Review and practice short o and the phonograms: -og, -ong, and -o.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Do a comic strip retelling of The Magic Fish.
2. Write a letter to the Magic Fish asking for three wishes.
3. Make a web listing the characteristics of the Magic Fish and write a description of him.
4. Fill in a Ladder Graphic Organizer listing the characteristics of the fisherman's wife, and write a description of her.
5. Make a Star Graphic Organizer listing the characteristics of the fisherman, and write a description of him.
6. Turn The Magic Fish into a play to perform.

D. Complete the entry in the Implementation Journal.

Week Six:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop.
2. Review the characteristics of fables.
3. Introduce and read Stone Soup to the class.
4. Discuss the book: the characters, settings, plot and details.
5. Read the book in cooperative groups, with partners, and individually.
6. Introduce and model the plays Stone Soup, The Magic Porridge Pot and Jack Sprat.
7. Prepare for and perform the plays.
8. Read with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 20-22.
2. Introduce and practice the dipthongs: -oi and -oy.
3. Review and practice short u and the phonograms: -ub, -ud, -uff, -ug, and -un.
4. Introduce and practice the suffixes: -s, -es, -ing, -ed, -ly, and -ful.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Sequence the events of Stone Soup using a graphic organizer, and then turn the book into a play to perform.
2. Summarize the book, choose a happening or event, illustrate it, and write about it. Make sure all students choose a different event. Bind and complete the class book.
3. Make a poster advertising the play Stone Soup.
4. Write a television commercial advertising the play.
5. Write a critique or review of the play.
6. Write a recipe for Stone Soup.
7. Write a recipe for kindness.

D. Complete the entry in the Implementation Journal.

Week Seven:

A. Provide Reading Practice.
   1. Do Sustained Silent Reading and Readers' Workshop using Halloween stories.
   2. Discuss personification.
   3. Introduce and read Halloween With Morris and Boris to the children.
   4. Discuss the book: the characters, settings, plot, and details.
   5. Read the book in cooperative groups, with partners, and individually.
   6. Read other Halloween books to the children.
   7. Read and discuss the poems: The Creepy Room and The Hex.
   8. Read Halloween stories or poems with Reading Buddies.
   9. Prepare for and perform the play Halloween With Morris and Boris.

B. Provide Decoding Skills Instruction and Practice.
   1. Teach Discover Intensive Phonics for Yourself: Lessons 23-25.
   2. Review and practice short a and the phonograms: -at, -am, -ab, -ad, and -ag.
   3. Introduce and practice the blends: sk-, sp-, and sc-.
   4. Introduce and practice the r-controlled vowels: ar, er, ir, or, and ur.

C. Provide Opportunities to Make Reading and Writing Connections.
   1. Write several activities from the following list on the board and let the children vote on one to do each day:
      a. Make a T-Chart listing adjectives which describe Morris and Boris.
      b. Write a class paragraph describing Boris.
      c. Write and illustrate a paragraph describing Morris.
      d. Brainstorm and list the characteristics of friendship. Write a paragraph describing Morris' and Boris' friendship.
      e. Write a sequel to Halloween With Morris and Boris.
      f. Turn Halloween With Morris and Boris into a play.
      g. Make posters advertising the play.
      h. Make a program for the play.
      i. Write a letter to Morris or Boris.
      j. Write a Halloween poem, and illustrate it.

D. Complete the entry in the Implementation Journal.

Week Eight:

A. Provide Reading Practice.
   1. Do Sustained Silent Reading and Readers' Workshop using Halloween stories.
   2. Introduce and model the Halloween plays.
   3. Discuss the plays: the characters, settings, plots, and details.
   4. Read the plays in cooperative groups, with partners, and individually.
   5. Prepare for and perform the plays.
   6. Read Halloween stories with Reading Buddies, or perform the Halloween plays.

B. Provide Decoding Skills Instruction and Practice.
   1. Teach Discover Intensive Phonics for Yourself: Lessons 26-28.
   2. Review and practice long a and the phonograms: -ape, -ace, -ade, -ail, -ain, -ait, and -ay.
   3. Introduce and practice the suffixes with spelling changes: y to i, f or fe to v, double final consonant, and drop e rules.

C. Provide Opportunities to Make Reading and Writing Connections.
   1. Write several activities from the following list on an overhead transparency, and let the children vote on one to do each day:
      a. Make a card for the Littlest Pumpkin with a cheerful message inside.
      b. Write about and illustrate your favorite Halloween.
      c. Finish one of these story starters:
         1. Last night as I was passing the cemetery...
         2. My favorite Halloween costume was...
         3. The recipe for a magic potion is...
         4. The house next door is haunted because...
      d. Put the story format outline on the board. Model the assignment with the Winnie the Witch story. Write a story about a Halloween character with a problem.
      e. Write Halloween parodies.
      f. Do ghost sucker art, and write a story about the picture.
      g. Make a cut-out Halloween spook house, and write a story about it.
      h. Write a picture story about Halloween with drawings substituting for words as much as possible.
      i. Do Things That go Bump in the Night story starter.

D. Complete the entry in the Implementation Journal.

Week Nine:

A. Provide Reading Practice.
   1. Do Sustained Silent Reading and Readers' Workshop.
   2. Review the characteristics of fables and fairy tales.
   3. Introduce and model the plays: The City Mouse and the Country Mouse, The Lion and the Mouse, The Fox and the Grapes, The Grasshopper and the Ant, and The Lion and the Fox.
   4. Discuss the plays: the characters, settings, plots, and details.
   5. Read the plays in cooperative groups, with a partner, and individually.
   6. Prepare for and perform the plays.
   7. Read The Wisdom of Grandmother Mouse, and discuss the moral.
   8. Read fables or books of choice with Reading Buddies.

B. Provide Opportunities for Decoding Skills Instruction and Practice.
   1. Teach Discover Intensive Phonics for Yourself: Lessons 29-31.
   2. Introduce and practice the blends: gl-, and sw-.
   3. Introduce and practice the inflectional endings: -er, -est, and -ed.
   4. Review and practice long e and the phonograms: -ea, -eal, -eat, -eam, -eak, -ean, -ee, -eed, -eek, -een, -eep, -eel, eet, -ief, and -y.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Sequence the events in the play: The City Mouse and the Country Mouse using a sequencing graphic organizer. Then retell the story in book form.
2. Write a paragraph explaining why the lion and the mouse became friends, and illustrate it.
3. Web ideas, and write a sequel to The Grasshopper and the Ant.
4. Brainstorm and list morals for fables. Use one lesson as a basis for writing a fable.
5. Choose a favorite character from the plays, and write a letter to that character.
6. Write a PMI for this week's lessons.

D. Complete the entry in the Implementation Journal.

Week Ten:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop.
2. Review personification.
3. Discuss the Table of Contents in Frog and Toad are Friends.
4. Introduce and read Frog and Toad are Friends to the children.
5. Discuss the story: the characters, settings, plots, and details.
6. Read the book in cooperative groups, with partners, and individually.
7. Read Why Frog and Snake Never Play Together to the children.
8. Read the play The Frog Prince to the children, and discuss it.
9. Prepare for and perform The Frog Prince and the plays the children write.
10. Read the book The Frog Prince during free time or with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 32-34.
2. Introduce and practice the blends: tr-, -ft, and -nt.
3. Introduce and practice the dipthongs: -out, -ou, -ound, and -owl.
4. Review and practice long i and the phonograms: -ice, -ide, -ie, -ife, -ight, -ike, -ile, -ime, -ise, -ite, -ive, -ind, -ine, and -y.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Write several activities from the following list on chart paper, and let the children vote on one to do each day:
   a. Turn each chapter into a play as a group activity.
   b. Write a letter to Frog or Toad.
   c. Make a greeting card for Frog or Toad.
   d. Compare and contrast Frog and Toad using a graphic organizer of choice.
   e. Write a paragraph comparing and contrasting Frog and Toad.
   f. Write about a time you tricked someone.
   g. Write a story to read to Frog while he is sick.
   h. Make a sequence chart listing the places Frog and Toad looked for the button. Then write about a time you lost something.
   i. Write about a time you went swimming.

D. Complete the entry in the Implementation Journal.

Week Eleven:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop.
2. Review personification.
3. Discuss the Table of Contents in Days With Frog and Toad.
4. Introduce and read Days With Frog and Toad to the class.
5. Discuss the story: the characters, settings, plots, and details.
6. Read the book in cooperative groups, with partners, and individually.
7. Prepare for and perform the plays the children write.
8. Read with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 35-37.
2. Introduce and practice the blends: fr-, spr-, sn-, and gr-.
3. Review and practice long o and the phonograms: -oast, -o, -oat, -ole, -old, -ome, -oke, -ost, -ose, and -ow.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Write several activities from the following list on the board, and let the children vote on one to do each day:
   a. Using a graphic organizer list the characteristics of friendship. Then write a recipe for friendship.
   b. Using a sequential graphic organizer retell your favorite chapter sequentially.
   c. Write a paragraph describing the friendship between Frog and Toad, and illustrate it.
   d. Discuss the meaning of the word biography. Write a short biography about your best friend.
   e. Draw a picture of your best friend and you playing. Describe what is going on.
   f. Write a different ending for a chapter in the book.
   g. Make or draw a kite, and describe a time when you flew one.
   h. Using a graphic organizer list the things Frog and Toad did to make the kite fly.
   i. Write a scary story about Old Dark Frog.
   j. Write about a silly or favorite birthday present you received.
   k. Write about a time when you wanted to be alone.

D. Complete the entry in the Implementation Journal.

Week Twelve:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop using Thanksgiving books.
2. Read Thanksgiving books to the children.
3. Introduce and model Thanksgiving plays.
4. Discuss the plays: the characters, settings, plots, and details.
5. Read the plays in cooperative groups, with partners, and individually.

6. Prepare for and perform the plays.
7. Read Thanksgiving books with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 38-40.
2. Introduce and practice the variant vowels: -alk, -aught, -arm, and -urn.
3. Review and practice long u and the phonograms: u-e and -uge.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Do Indian picture writing on crinkled butcher paper.
2. Write Thanksgiving vertically on chart paper. Children write the things they are thankful for that begin with each of the letters in Thanksgiving.
3. Complete the phrase I am thankful for... on turkey-shaped notes.
4. Write turkey notes to friends.
5. Make Pilgrim boy and girl puppets. Write a short play with a partner using the puppets as characters.
6. Write about your favorite Thanksgiving.
7. Write about your life as a Pilgrim or Indian child.

D. Complete the entry in the Implementation Journal.

Week Thirteen:

A. Provide Reading Practice.
1. Do Sustained Silent Reading and Readers' Workshop using Christmas books.
2. Read Christmas books to children.
3. Introduce and model Christmas plays.
4. Discuss the plays: the characters, settings, plots, and details.
5. Read the plays in cooperative groups, with partners, and individually.
6. Prepare for and perform the plays.
7. Read Christmas books with Reading Buddies.

B. Provide Decoding Skills Instruction and Practice.
1. Teach Discover Intensive Phonics for Yourself: Lessons 41-43.
2. Introduce and practice variant vowels: -eer, -or, -ort, -ork, -orch, -ue, -ood, -aw, and -ought.

C. Provide Opportunities to Make Reading and Writing Connections.
1. Write a letter to Santa, Mrs. Claus, the elves, Rudolph, or the other reindeer.
2. Illustrate and write about your favorite Christmas.
3. Make a Christmas collage tree, and describe it.
4. Write a thank you note to Santa and Mrs. Claus.
5. Describe your favorite Christmas gift.
6. Make a class book, What Christmas Means to Us.

D. Complete the entry in the Implementation Journal.

Week Fourteen:

A. Give student survey.
B. Administer Phonemic Awareness-Decoding Inventory.
C. Evaluate oral reading using Frog and Toad Together.
D. Score oral reading using a rubric.
E. Assign a captioned-writing sample.
F. Evaluate the writing sample using a rubric.

Third Grade Action Plan

Week One:

A. Give student survey
B. Evaluate oral reading using a rubric
C. Collect writing samples
D. Evaluate writing samples using a rubric
E. Administer and score Decoding Inventory
F. Write in Implementation Journal

Week Two:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Begin a Books We've Read chart
   3. Readers' Workshop - Listen to and conference with five children per day
   4. Reading Buddies - Researchers read aloud to students, group completes a T chart on working together, students meet their first grade reading buddies and get acquainted
   5. Puppet Pouch - One student per day has a puppet and an accompanying book to read

B. Provide Decoding Skills Instruction and Practice
   1. Review consonant sounds in initial and final positions
   2. Review short /a/, /o/, and /i/ vowel sounds

C. Provide Opportunities to Make Reading-Writing Connections
   1. Teacher models journal writing
   2. Students will keep a personal daily journal and ongoing response log about books read
   3. The teacher will caption and discuss journal entries with students
   4. Word Wall will be introduced - five words a day
      Benchmark School Identification/Vocabulary Development Program (Pressley, Woloshyn, 1995)
   5. Writing Box will be introduced. One student per day will have the Writing Box to use to write messages, stories, or letters

D. Weekly Implementation Journal

Week Three:

A. Provide Reading Practice
   1. Read to class for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. List things readers do when they don't know a word
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Review short /u/ and /e/ vowel sounds
   2. Review endings /s/, /ing/, /y/, /er/

C. Provide Opportunities to Make Reading-Writing Connections
   1. Teacher models journal writing
   2. Students write in journal daily
   3. The teacher will caption and discuss journal entries with students
   4. Word Wall - five words per day
   5. Writing Box - one student per day

D. Weekly Implementation Journal

Week Four

A. Provide Reading Practice
   1. Read to the class for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. List things readers do when they don't know a word
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Review digraphs /ch/, /sh/, and /th/
   2. Review blends in initial, medial and final positions

C. Provide Opportunities to Make Reading-Writing Connections
   1. Teacher models journal writing
   2. Students write in journal daily
   3. Teacher captions and discusses journal entries with students
   4. Word Wall - five words per day
   5. Writing Box - one student per day

D. Weekly Implementation Journal

Week Five:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. List things readers do when they don't know a word
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Long vowel spelling patterns for long /a/: /ai/, /ay/, /a-e/, and /eigh/
   2. Long vowel spelling patterns for long /e/: /ea/, /ee/, /ie/, and /ee/
   3. Long vowel spelling patterns for long /i/: /i-e/, /igh/, and /ie/

C. Provide Opportunities to Make Reading-Writing Connections
1. Students write in journal daily
2. Teacher captions and discusses journal entries with students
3. Word Wall - five words per day used in a writing activity
4. Writing Box - one student per day

D. Weekly Implementation Journal

Week Six:

A. Provide Reading Practice
1. Read to students daily for 15 minutes - discuss what was read
2. Add to Books We've Read chart
3. Readers' Workshop
4. Reading Buddies
5. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
1. Long vowel spelling patterns for long /o/: /oa/, /o-e/, /ow/, /oe/
2. Long vowel spelling patterns for long /u/: /ue/, /u-e/, /ew/

C. Provide Opportunities to Make Reading-Writing Connections
1. Students write in journals daily
2. Teacher captions and discusses journal entries with students
3. Word Wall - five words per day used in a writing activity
4. Writing Box - one student per day

D. Weekly Implementation Journal

Week Seven:

A. Provide Reading Practice
1. Read to students daily for 15 minutes - discuss what was read
2. Add to Books We've Read chart
3. Readers' Workshop
4. Reading Buddies
5. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
1. Word Endings: /y/, /ing/, /s/, /er/, /est/, and /ly/ to all words

C. Provide Opportunities to Make Reading-Writing Connections
1. Students write in journals daily
2. Teacher captions and discusses journal entries with students
3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Eight:

A. Provide Reading Practice
   1. Read to students daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Change word form from singular to plural by adding /s/ or /es/ or by changing the /y/ to /i/ and adding /es/
   2. Change word form from present tense to past tense by adding /d/ or /ed/ and by changing the /y/ to /i/ and adding /ed/

C. Provide Opportunities to Make Reading-Writing Connection
   1. Students write in journals daily
   2. Teacher captions and discusses journal entries with students
   3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Nine:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Develop the ability to spell and use the prefixes /un/, /re/, and /dis/

C. Provide Opportunities to Make Reading-Writing Connections
   1. Students write in journals daily
   2. Teacher captions and discusses journal entries with students
   3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Ten:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Develop the ability to spell and use the suffixes /er/, and /or/

C. Provide Opportunities to Make Reading-Writing Connections
   1. Students write in journals daily
   2. Teacher captions and discusses journal entries with students
   3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Eleven:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Concert Reading - Reading poems to the beat of marching music
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Develop the ability to use synonyms and antonyms

C. Provide Opportunities to Make Reading-Writing Connection
   1. Students write in journals daily
   2. Teacher captions and discusses journal entries with students.
   3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Twelve:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Concert Reading
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Develop the ability to use contractions

C. Provide Opportunities to Make Reading-Writing Connections
   1. Students write in journals daily
   2. Teacher captions and discusses journal entries with students
   3. Writing Box - one student per day

D. Weekly Implementation Journal

Week Thirteen:

A. Provide Reading Practice
   1. Read to class daily for 15 minutes - discuss what was read
   2. Add to Books We've Read chart
   3. Readers' Workshop
   4. Reading Buddies
   5. Concert Reading
   6. Puppet Pouch - one student per day

B. Provide Decoding Skills Instruction and Practice
   1. Develop the ability to use compounds and homonyms

C. Provide Opportunities to Make Reading-Writing Connections
   1. Students create a class book incorporating Concert Reading
   2. Writing Box - one student per day

D. Weekly Implementation Journal

Week Fourteen:

A. Give Student Survey
B. Evaluate oral reading using a rubric
C. Collect writing samples
D. Evaluate writing samples using a rubric
E. Administer and score Decoding Inventory
F. Write in Implementation Journal

Methods of Assessment

The project will be assessed in the three targeted classes by the following means: student surveys, oral reading rubrics, phonemic awareness or decoding inventories, and writing rubrics. The student surveys, oral reading rubrics, phonemic awareness or decoding inventories, and writing rubrics will be given prior to the implementation of the action plan and immediately following the conclusion of the action plan.

Student surveys will be administered to the entire class. Researchers will read the survey item by item as the students mark choices. This will take approximately ten to fifteen minutes.

Oral reading rubrics will be completed by the researchers on each individual student. The reading material and the content of the rubrics will differ for each of the targeted classes, however, the materials chosen for the pretest will be used again for the posttest. The students will have no contact with the selected materials in the interim.

Phonemic awareness or decoding inventories will be completed by the researchers on each individual student. The content of these inventories will differ for each of the targeted classes. The phonemic awareness inventory will be given orally to each first grade student. The phonemic awareness-decoding inventory will be given orally to the second grade class. The decoding inventory will be given orally to the third grade class. Inventory responses will be scored according to the number of correct responses.

Writing rubrics will be completed by the researchers on each individual student. The content of the rubrics will differ for each of the targeted classes. Writing samples will be collected from each student and evaluated using the rubrics.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of the project was to increase student reading achievement through the use of reading strategies. The implementation of increased emphasis on reading practice, decoding skills, and the reading-writing connection were selected to effect the desired changes in the targeted primary grade classes. The project was unique, because the interventions were implemented in three different grade levels: first, second, and third grades.

In the first grade classroom, components of reading practice included Readers' Workshop, read-aloud daily sessions, Reading Buddies, Books on the Go, and poetry journals. The strategies were implemented for twelve weeks.

Readers' Workshop was a parcel of time set aside each day for the students to read self-selected books. The children sat in cooperative groups of four. Each group chose a basket containing thirty teacher-selected books. The students selected material to read from the basket. The teacher and classroom aide would circulate around the room pausing to listen to individual children read. This was described as Sustained Mumble Time in the action plan. Most of the children looked at pictures and did not pay attention to the text at first. Later on most students were reading from the text. The amount of time given for each Readers' Workshop session gradually lengthened as the students became more comfortable and engrossed in reading. Many students reread favorite books. The students recorded the titles of the books read and the date in the Reader's Workshop folders. Each week a different mini-lesson was presented prior to the reading portion of the workshop. The students would focus on the topic of the mini-lesson while reading.

For example, when the mini-lesson was about story characters, the students identified the story characters from the chosen books. The teacher and the classroom aide would briefly discuss the characters with the children while circulating.

The first grade class participated in daily read-aloud sessions in which the teacher read to the students. The books chosen often related to the current theme or unit of study. The teacher facilitated spontaneous and student-generated discussion about literature selections. The students often brought books from home for the teacher to read during storytime. Listing books on a class chart was done during the early weeks of the plan. The list became too time consuming and was abandoned in the fourth week of the implementation period. One read-aloud session per week focused on environmental print. The group read print found on signs, menus, containers, and the like. The group was motivated and would occasionally refer to the sign hunt. The activities made students more aware of environmental print.

The targeted first and third grade classes were paired for weekly Reading Buddy sessions. Each week third graders read books to first grade buddies, recorded the books in a log, and cooperatively completed post-reading activities. After several weeks an additional task was added. The first grade students read books aloud during the session as well. The first graders put in extra effort to ensure that they would be able to perform well.

Books on the Go was a daily literature take-home program. Students checked out a book from the Book on the Go library each day and returned it the following day. Most students accepted the homework responsibility. Some students were heard recommending a book to a peer. Some students continually forgot to return books, and several children had to pay for lost books.

First grade students kept a poetry journal which provided the children with a place to keep fingerplays, chants, poems, and songs. Each week the class revisited old favorites from the journal and added a new fingerplay, chant, poem or song. The class learned the new material, and often analyzed it phonemically or phonetically.

In the first grade classroom, components of decoding included phonemic awareness activities, alphabet review, and McCracken Spelling Through Phonics lessons. Phonemic aware-

ness lessons were implemented for twelve weeks. Alphabet review was practiced three weeks, and McCracken Spelling Through Phonics lessons were taught nine weeks.

The first grade students participated in daily phonemic awareness activities. The class began with activities which focused on rhythm and rhyme, the first level of phonemic awareness, and progressed sequentially through the remaining four levels of phonemic awareness. The activities motivated the students and used multiple intelligences. All but seven of the activities were successful. Techniques for separating and blending sounds were presented and practiced as a phonemic awareness activity and were often heard being used later. Many of the students were making transfer. The fifth level of phonemic awareness, which requires the manipulation of sounds, was more difficult than the previous levels for many of the students.

The letters of the alphabet were reviewed during the first four weeks of the project. The class reviewed two letters a day through various activities, practiced letter formation, and produced an alphabet book.

Daily McCracken Spelling Through Phonics lessons took the place of the alphabet review in the fifth week. The students participated in daily lessons using small chalkboards. The lessons strengthened the students' understanding of the relationship between the sounds and symbols used to record speech, sequence of sounds, and spelling patterns. Many of the students regularly attempted to write more sounds than were required in the lessons. The students applied the concepts in journal writing and other areas of the curriculum.

In the first grade classroom, the components of making reading-writing connections included individual student journals, a Quick Word Booklet, dictated group writing, and The Adventures of Harold Hedgehog program. The components were implemented throughout the twelve weeks.

The students made daily entries in individual writing journals. At the beginning of the implementation period, each student was required to write at least one sentence per day using developmental spelling and the Quick Word Book for reference. Five weeks into the project, the requirement changed to two sentences per day. The topics were left up to each individual student.

Pictures could be added. Upon completion of a daily entry, each student would read the entry to the teacher or classroom aide. At the beginning of the project, the entries would often be captioned at the top so that if the sentence was revisited, sense could be made. Later on in the implementation period, captions were not needed as often. Many students became more proficient at self-expression. The entries were readable without captions. There was carryover from the phonemic awareness activities and McCracken Spelling Through Phonics program. The students were using more sounds. Many students began experimenting with capitalization and punctuation. Generally, the entries became more interesting. The students displayed an expanding vocabulary and took risks.

The Quick Word Booklet was a spelling dictionary that each child used to help spell common words. Spaces were left in the book for additional words that were chosen by each child. During journal writing time, the teacher and classroom aide encouraged the use, but not overuse, of the books. The teachers assisted the children in finding needed words and made requested additions. Some students used the book regularly, others did not.

Dictated group writing took place bi-weekly. Students were free to share news with the class and see the information transferred into written form. When a large sheet of paper was filled with student sentences, the group read it aloud. Many times, the work in progress or finished product would lend itself to a mini-lesson. Mini-lessons included such things as contractions, possessives, and compound words. The class often heard about loose teeth and new shoes, but at times, serious issues would surface and be discussed.

Each Friday, Harold, the stuffed Hedgehog, went home with a student as part of the Harold the Hedgehog Program. Harold traveled in a personalized backpack which included a letter to the parents, writing and drawing instruments, and a journal entitled The Adventures of Harold Hedgehog. The students and parents were instructed to add details to Harold's adventure book. The newest adventures were shared each Monday. The journal responses varied. Some families invested more time and effort in the project than others.

In the second grade classroom, practice was provided by reading fairy tales, fables, holi-

day books, plays, and poetry. Sustained Silent Reading, Readers' Workshop, and Buddy Reading increased reading time. Working in cooperative groups, with partners, and individually added to time on task.

To improve decoding skills, the students studied blends, phonograms, dipthongs, digraphs, suffixes, silent k words, and inflectional endings. Short, long, r-controlled, and variant vowels with corresponding phonograms were studied. Lessons from Discover Intensive Phonics for Yourself were taught.

Many opportunities were provided to make the reading and writing connection. Graphic organizers were used to help students arrange ideas. Students wrote descriptions, poetry, sequels, plays, advertisements, fables, paragraphs, class papers, retellings, and books. Writing cards, thank you notes, and letters to story characters provided additional opportunities. Story starters were assigned, and holiday writing lessons were completed.

Many of the Discover Intensive Phonics for Yourself lessons were shortened or omitted, because the students were already proficient in a particular skill. Due to time constraints, some of these lessons were not done.

Additional fairy tales were read, but some fairy tales were not made into plays and performed. Plays and raps were added for a Columbus Day Celebration with Reading Buddies. Some graphic organizers were changed. The students did not write a television commercial, but instead did a descriptive writing lesson on chocolate chip cookies as a reward for good behavior. When writing thank you notes, some children chose to write to characters not listed in the action plan.

Some factors which made it difficult to complete all the activities in the action plan were early dismissal, days off, fire drills, Talk it Out Lessons, vision and hearing screening, Book Fair, The Windy City Players, Bingo Reward Day, and Red Ribbon Week activities. Holiday activities such as the Halloween party and parade, a pumpkin weighing contest, and Halloween art lessons took additional time. Decorating for Christmas, practicing and performing the Christmas play, Santa's Secret Workshop, and the Christmas party also reduced the time available to implement the plan. Preparation for conferences interfered with implementation of the plan. During a two

day teacher absence, the action plan was not implemented.

Approximately two hours and 15 minutes was devoted to implementation of the action plan each day. In addition, 45 minutes per week was spent reading with buddies.

In the third grade classroom reading practice was provided by daily read-alouds, Reading Buddies, Puppet Pouch, Reader's Workshop, and Concert Reading. The length of the activities varied.

Reading to children was provided beginning the second week of the action plan and continued throughout the intervention. Reading to children was carried out daily for 15 minutes, and book discussion followed. Each book read was posted on the Books We've Read chart.

Reading Buddies was implemented the second week of the action plan to provide reading practice. This continued throughout the intervention except the week of Thanksgiving. Reading Buddies met for half an hour per week during which each child was paired with a student from the first grade class. The students read stories to each other.

The Puppet Pouch was given to a different student daily to provide reading practice. The Puppet Pouch consisted of a book with an accompanying puppet. This was an on-going activity.

Readers' Workshop was implemented the second week of the action plan to provide reading practice for the students and to conference with the students about reading. Original plans called for conferencing with five children individually each time Readers' Workshop was held. Readers' Workshop averaged out three days a week. This was due to early dismissals, parent teacher conferences, and four-day weeks.

Concert Reading was implemented the last three weeks of the action plan to practice reading. This was carried out daily for three weeks at 30 minute intervals and only three days the week of Thanksgiving. Concert Reading is reading poems to the beat of music and reading poems in rounds.

Decoding skills instruction and practice were provided beginning the second week of the implementation. Two or three skill instructions were discussed each week and practiced in student journals. If skill instruction was reduced by changing schedules, or a shortened week, the practice

was cut short but the skill instruction was not eliminated. Vowels, endings, digraphs, blends, singular and plural word changes, past and present tense spellings, prefixes, suffixes, synonyms, antonyms, contractions, compounds, and homonyms were the areas where skill instruction was given. The decoding skills instruction was implemented through week thirteen.

Opportunities to make reading-writing connections were provided starting the second week of the action plan. Components of the reading-writing connection included journal writing, Word Wall and The Writing Box.

Journal writing was used in conjunction with the books students were reading. Prompts and daily experiences were also provided to practice the reading-writing connection. Original plans called for the students to write in journals daily. Due to changes in the class schedule, shortened weeks, and field trips, the number of days spent journal writing fluctuated.

The Word Wall - Benchmark School Identification/Vocabulary Development Program (Pressley, Woloshyn, 1995) was implemented the second week of the action plan. The Word Wall was made up of 120 key words that capture the key letter patterns associated with the 6 English-language vowels. Five words a day were introduced on the wall and used in writing activities through week 6 of implementation.

The Writing Box was implemented the second week of the action plan. The Writing Box was used to reinforce the reading-writing connection with the Word Wall and to give the students another opportunity to write. One student per day received the Writing Box to write stories, letters, or notes on special stationery or in mini-booklets. The Writing Box activities were carried out throughout the intervention.

All three action plans provided increased emphasis on reading practice, decoding skills, and the reading-writing connection. The action plans were developed to increase student reading achievement through the use of reading strategies.

Presentation and Analysis of Results

In order to assess the effects of increased reading practice, student surveys and oral reading rubrics were used. Both assessments were administered to the students in September and

December of 1998, and the materials remained the same for both the pre-assessment and post-assessment. The students had no contact with the materials in the interim.

Surveys administered to the primary grade classes in December, 1998, showed the following results. The survey data revealed first grade students' attitudes toward reading improved. In December, the totals for every item on the first grade survey showed more positive responses than were shown in September. The first grade students felt oral reading ability had improved greatly. In December, all of the first grade students felt strong sounding words out. All but one student felt able to decode words in context. There were more positive responses in December related to time for reading practice and exposure to print such as library books, dictionaries, and books from home. The lowest responses from the September and December survey were related to reading speed. In September, 23 students felt unable to read fast. In December, 17 felt unable to read fast.

In September and December, all the second grade students felt there was enough time to practice reading and indicated library books were read. Every child had books at home to read according to the September and December responses, and all students claimed to have used a dictionary. In September, two students had trouble understanding what was read. In December, three students indicated comprehension was difficult.

Second grade results in December showed changes. More children felt there was sufficient time to practice skills. The number of children who responded that reading speed improved more than doubled. The second grade students felt better able to sound out words, and the children felt oral reading had improved. Reading to others became more enjoyable.

Third grade surveys administered in September revealed some students lacked confidence in oral reading ability. One-third of the students disliked reading to others. Most students felt able to decode words and gain meaning from the reading material.

The third grade December surveys revealed more students had confidence in oral reading ability. The majority of students felt able to read well out loud, and only five students disliked reading to others. Responses revealed the majority of students had time to practice reading. Most students read library books and had books at home to read.

Reading rubrics which assessed the students' oral reading abilities were administered. The rubrics showed reading gains in the three targeted primary grade classes.

Table 6

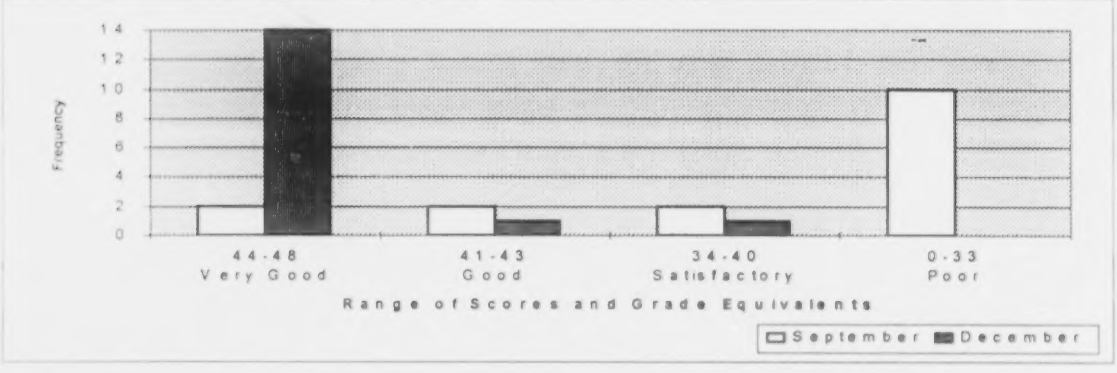
Frequency Distribution of First Grade Oral Reading Rubric Scores, September and December, 1998

Reading Behavior Category	Score	Frequency	
		September	December
Reads Entire Book Independently	100	0	5
Reads Most Words With Minimal Help	75	7	16
Reads Some Words With Help	50	1	5
Reads Beginning Sounds and a Few Words	25	1	0
Reads the Pictures	0	17	0

n=26

The first grade students made progress between September and December. In September, the majority of the students were not reading the text. The students were making up their own stories about the illustrations. None of the students were able to read the selected book independently. December data shows that no students relied solely on the pictures to make meaning. Students were attending to the text. The majority of students were reading most words from the selected text with minimal help and some were reading the entire book independently.

In September, the majority of second grade students fell within the poor range on the reading rubric. In December, the majority of the students' scored in the very good range.



n=16

Figure 5 Grouped Frequency Distribution of Second Grade Oral Reading Rubric Scores, September and December, 1998.

Table 7
Grouped Frequency Distribution of Third Grade Oral Reading Rubric Scores, September and December, 1998.

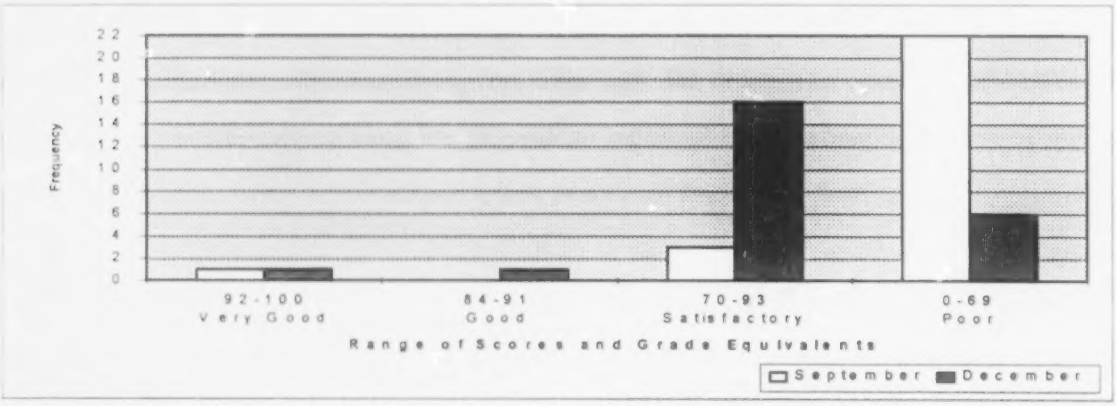
		Frequency	
Grade	**Score Class**	**September**	**December**
A	44 - 48	4	8
B	41 - 43	4	2
C	34 - 40	7	10
D	29 - 33	3	2
F	0 - 28	6	2

n=24

The third grade students' oral reading scores improved. In September, two-thirds of the students' oral reading scores fell within the average to poor range when evaluated on vocabulary, fluency, comprehension, and expression. Two-thirds of the third graders oral reading scores fell within the very good to average range.

In order to assess the effects of the increased emphasis on decoding skills and strategies, phonemic awareness and decoding inventories were used. The inventories were administered to the students in September and December of 1988.

In September, the majority of first grade students fell within the poor range on the phonemic awareness inventory. In December, the majority of the students' scores moved into the satisfactory range.



n=26

Figure 6 Grouped Frequency Distribution of First Grade Phonemic Awareness Inventory Scores, September and December, 1998.

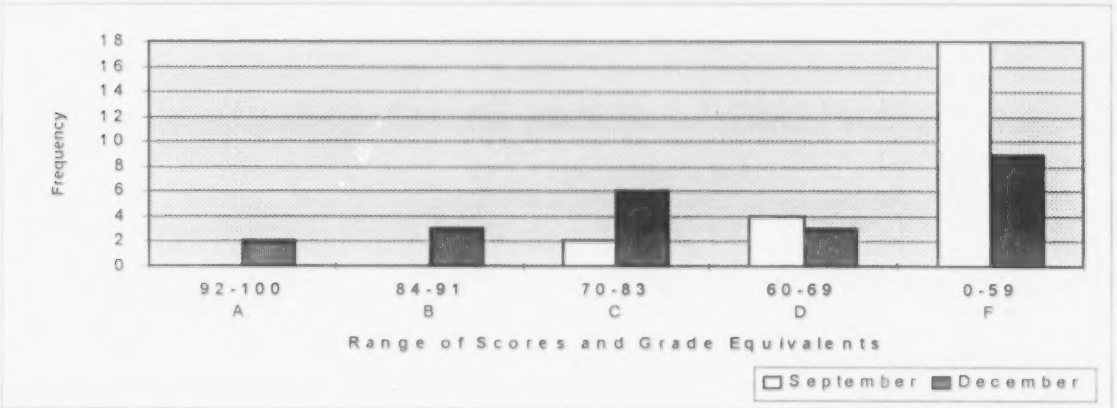
Table 8
Grouped Frequency Distribution of Second Grade Phonemic Awareness Decoding Inventory, September and December, 1998.

	Frequency	
Score	**September**	**December**
91 - 100	0	5
81 - 90	4	6
71 - 80	2	3
61 - 70	2	2
51 - 60	2	0
41 - 50	1	0
31 - 40	1	0
21 - 30	2	0
11 - 20	1	0
0 - 10	1	0

n=16

In September, over half of the second grade students failed the phonemic awareness decoding inventory. In December, 98% of the students passed the test. In September, one student scored 2% on the test. The same student scored 68% in December.

In September, 25% of the third grade students passed the decoding inventory. December data revealed 58% of the students passed the test.



n=24

Figure 7 Grouped Frequency Distribution of Third Grade Decoding Inventory Scores, September and December, 1998.

In order to assess the effects of increased emphasis on the reading-writing connection, student writing samples were gathered and evaluated using writing rubrics. The content of the rubrics were different for each of the targeted classes.

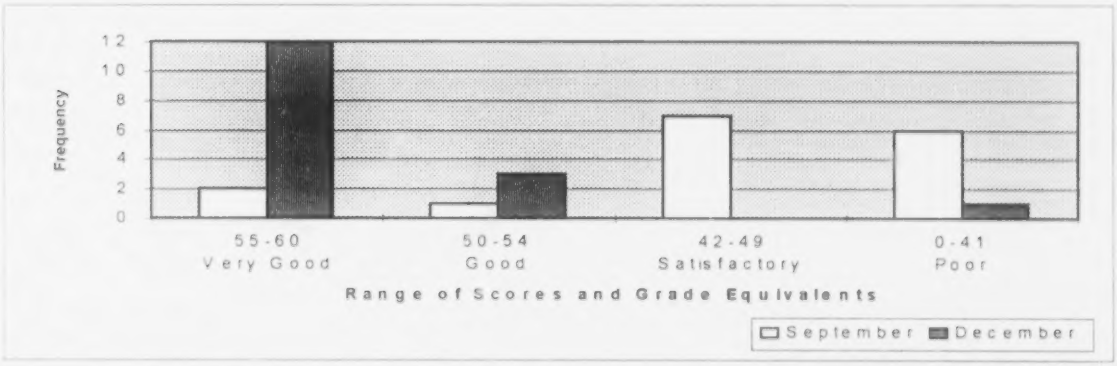
Table 9
Grouped Frequency Distribution of First Grade Writing Rubric Scores, September and December, 1998.

	Frequency	
Score	**September**	**December**
76 - 100	0	15
51 - 75	0	5
26 - 50	17	5
0 - 25	9	1

n=26

In September, all of the first grade students scored in the lower two quartiles on the writing rubrics. In December, only six students scored in the lower two quartiles. Over half the students scored in the top quartile

In September, only 19% of the second grade students performed above average on the writing sample. In December, 94% of the students performed above average.



n=16
Figure 8 Grouped Frequency Distribution of Second Grade Writing Rubric Scores, September and December, 1998.

Table 10
Grouped Frequency Distribution of Third Grade Writing Rubric Scores, September and December, 1998.

		Frequency	
Grade	**Score Class**	**September**	**December**
A	55 - 60	0	5
B	50 - 54	3	4
C	42 - 49	7	4
D	36 - 41	5	5
F	0 - 35	9	6

n=24

In September, over half of the third grade writing samples were below average. In December, over half of the writing samples were above average. In September, none of the students earned an A. In December, 21% of the students earned an A.

The interventions appeared to have a positive effect on student achievement. Students demonstrated better attitudes toward reading and became better readers. The students' confidence, as oral readers, improved. Students transferred phonemic awareness and decoding skills to reading and writing activities. Students became better readers and writers.

Conclusions and Recommendations

According to student surveys administered to the targeted primary classes in December, 1999, student perceptions of reading ability and skills improved during the implementation of the action plans. Students indicated reading speed, phonetic skills, oral reading, and dictionary usage improved. The number of children who had books at home to read rose as did the number of students who read library books. The number of students who enjoyed reading to others grew. Students also felt comprehension improved.

Rubrics were used to measure gains in reading. In all three targeted primary classes, significant improvements were shown. First graders' knowledge of beginning sounds strengthened. The students became better independent readers. In second and third grade, improvements were noted on vocabulary, fluency, expression, and comprehension.

Rubrics were used to score writing assignments in all three targeted primary classes. Considerable improvements were shown in writing main idea and detail sentences, capitalization, punctuation, spelling, and the reading-writing connection in second and third grade. In first grade, improvements were shown in writing content, spelling, spacing, and punctuation.

Phonemic awareness and decoding inventories were administered to all the targeted primary grade students. Important gains were made. First grade students became more phonemically aware. Students better understood, used, and applied oral language. Second and third grade students improved on the ability to use vowels, digraphs, plurals, and prefixes. In addition, second graders improved on the ability to use blends and suffixes. Third graders scored better on past tense verb and contraction usage.

The students became better readers as measured by student surveys and oral reading rubrics. The children demonstrated increased ability to use decoding skills and strategies as measured by phonemic awareness and decoding inventories. Writing rubrics indicated student writing improved.

All of the interventions contributed to the success of the project. Readers' Workshop, Readers' Theater, Reading Buddies, and phonemic awareness and decoding activities were particularly successful.

Readers' Workshop allowed students to practice reading. Consistency and an ample time committment were vital to the success of Readers' Workshop. Conferencing on a regular basis made the teacher more aware of student needs and better able to individualize instruction.

Readers' Theater provided reading practice and was an important component of the second grade action plan. The students were extremely motivated to read using the Readers' Theater format.

Reading Buddies enabled students to practice reading while creating a community of readers. Students bonded with each other and participated in positive experiences centered around choosing, practicing, and reading books.

Phonemic awareness activities enabled first grade students to hear and manipulate oral

sound patterns before relating them to print. Phonics instruction helped students associate sounds with written symbols and strengthened word recognition skills.

Based on analysis of the data, the following recommendations are made. Educators develop lesson plans that provide reading practice, model fluent and expressive reading, and provide reading opportunities. Create lesson plans that focus on, provide instruction in, and provide opportunities to practice decoding skills and strategies. Design lesson plans focusing on the reading-writing connection, model appropriate reading and writing strategies, and provide opportunities to practice the reading-writing connection.

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APPENDIX A

STUDENT READING SURVEY

Student Reading Survey Name_____

Date_____

Circle the number if the sentence is true.

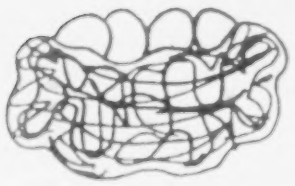
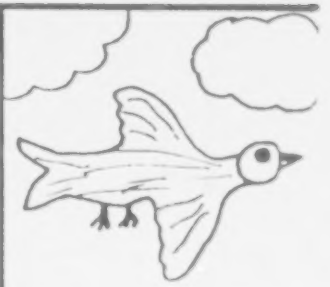
1. I have trouble understanding what I read.
2. I have time to practice reading.
3. I have time to practice what I learned.
4. I can sound out words.
5. I read fast.
6. I read well out loud.
7. I like to read to others.
8. I can figure out most words by myself.
9. I read library books.
10. I have used a dictionary.
11. I have books at home that I read.

APPENDIX B

ORAL READING RUBRICS

Rubric for Oral Reading

Name_____ Date_____

			
"Warming Up"	"Coming Out"	"Almost Ready"	"I'm Flying"
Knows only beginning sounds of words and a few words	Knows how to read some words in text with help	Knows how to read most words with minimal help	Knows how to read entire book independently

Name: _____

Date: _____

READING RUBRIC

	1	2	3	4
Vocabulary	Student reads 69% or less of the vocabulary correctly.	Student reads 70-84% of the vocabulary correctly.	Student reads 85-91% of the vocabulary correctly.	Student reads 92-100% of the vocabulary correctly.
Fluency	Student reads the text 69-0% fluently.	Student reads the text 70-84% fluently.	Student reads the text 85-91% fluently.	Student reads the text 92-100% fluently.
Expression	Student reads with no expression.	Student reads with minimum expression.	Student reads with good expression.	Student reads with excellent expression.
Comprehension	Student answers one or two questions correctly.	Student answers three questions correctly.	Student answers four questions correctly.	Student answers five questions correctly.

Grading Scale:		Number of Correct Points:
Vocabulary	4x4=16	48-44=VG
Fluency	2x4=8	43-41=G
Expression	2x4=8	40-34=S
Comprehension	4x4=16	33=P
Total Points:	48	

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ORAL READING RUBRIC

	1	2	3	4
Vocabulary	Student reads < 69% of vocabulary correctly	Student reads 70-84% of voc correctly	Student reads 85-91% of voc correctly	Student reads 92-100% of voc correctly
Fluency	Student reads the text <69% fluently	Student reads the text 70-84% fluently	Student reads the text 85-91% fluently	Student reads the text 92-100% fluently
Comprehension	Student answers 1 or < questions about the text correctly	Student answers 2-3 questions about the text correctly	Student answers 4 questions about the text correctly	Student answers 5 questions about the text correctly
Expression	Student reads with no expression	Student reads with minimum expression	Student reads with good expression	Student reads with excellent expression

Name_____

Date_____

GradingScale		Number of Correct Points
Vocabulary	4x4=16 _____	48 - 44 = A
Fluency	2x4=8 _____	43 - 41 = B
Comprehension	4x4=16 _____	40 - 34 = C
Expression	2x4=8 _____	33 - 29 = D
		28 - 0 = F

Total Points _____

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APPENDIX C

PHONEMIC AWARENESS / DECODING INVENTORIES

Student Inventory

Name _____ Date _____

Level 1 Rhythm and Rhyme

Whole Word Discrimination

Ask: "Are these words the same?" Record response: **y** for yes and **n** for no.

cat - cat _____ pan - pat _____ big - bug _____

fly - fly _____ day - way _____ tree - tree _____

Rhyming Words — Recognition

Ask: "Do these words rhyme?" Record response: **y** for yes and **n** for no.

run - sun _____ play - ball _____ hook - book _____

Rhyming Words — Application

Ask: "What word rhymes with _____?" Record the response.

bat _____ eat _____ skip _____

Syllable Counting

Ask: "How many syllables (word parts) do you hear?" Record the response.

lion _____ horse _____ elephant _____ tyrannosaurus _____

Level 2 Parts of a Word

Syllable Segmentation

Say: "I'll say a word; you repeat it slowly."
Demonstrate: cowboy = cow-boy
Mark: ⊕ if student is successful; mark ⊖ if not.

sandwich _____ hammer _____ grasshopper _____

Oral Synthesis — Blending Speech Sounds

Say: "Listen and tell the word: /p/ /u/ /p/ — pup." Record the response.

/g/ /o/ _____ /t/ /e/ /n/ /t/ _____ /d/ /o/ /g/ _____

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Level 3 Sequence of Sounds

Approximation

Ask "Do you hear the /m/ sound at the beginning, middle, or end of _____ ?"
Record student response

ham _____ mud _____ lemon _____ gum _____

Phoneme Isolation

Ask "What sound do you hear first?" Record response

yarn _____ rose _____ teepee _____

Ask "What sound do you hear last?" Record response

tent _____ bird _____ wagon _____

Ask "What sound do you hear in the middle?" Record response

bake _____ rat _____ net _____ cook_____

Level 4 Separation of Sounds

Say, "Repeat each word slowly so that I can hear each separate sound."
Demonstrate grass = /g/ /r/ /a/ /s/ Record response

red _____ pink _____ black _____

Level 5 Manipulating Sounds

Phoneme Deletion

Say, "Take the word _____ leave off the _____." Demonstrate: big - ig
Record response

top _____ net _____ fun _____ cap _____

Phoneme Substitution

Say, "Change the first sound in pig to /b/ What's the new word?"

Record response _____

Say, "Change the middle sound in bat to /i/ What's the new word?"

Record response _____

Say, "Change the last sound in hop to /t/ What's the new word?"

Record response _____

Name _____

Phonemic Awareness-Decoding Inventory

Fill in the missing letters.

1. _____ue 2. ____ick 3. ____ab 4. _____or 5. _____y

6. _____ag 7. _____ow 8. ____ox 9. ____are 10. _____ire

11. _____ar 12. _____ar 13. _____ar 14. _____le

15. ____ail 16. ____ay 17. ____ir 18. _____ay

19. ____ue 20. _____ick 21. ____ox 22. _____ue

Fill in the missing vowels.

23. t_____g 24. f_____t 25. ____ 26. ____ 27. ____

28. c_____t____ 29. t_____ 30. t_____ 31. t_____

32. ch_____t_____

Circle the word that begins with the sound you hear.

33. chew, them, what, shut

34. there, why, show, course

35. when, shoes, this, that

36. stick, shine, which, that

Circle the word that has the sounds you hear.

37. boy, mouse 38. down, coin 39. fair, for 40. barn, turn

41. house, first 42. tall, town

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Fill in the blank with the correct word.

43. Mother is _____. (lovely, like)

44. The flower is _____. (beauty, beautiful)

Add the correct ending. Make any necessary spelling changes.

45. Sue is run_____ to school. (ing)

46. There are two gir_____. (s)

47. He is the happ_____ est. (est)

48. Bill is a fat_____ er. (er)

49. The small wait_____ s (s) at

50. The cat _____ milk (like) at

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DECODING INVENTORY

1. Circle the word with a short vowel :
   boat, kitten, cat
2. Circle the word with short vowels :
   napkin, run, shoot
3. Circle the word with a short vowel:
   coast, cost, mote
4. Circle the word with a short vowel:
   cage, pest, she
5. Circle the word with a short vowel:
   wind, sweep, read
6. Circle the word with the digraph ch:
   (say) chin than drank
7. Circle the word with the digraph th:
   (say) chat than chose
8. Circle the word with the digraph sh:
   (say) brat shut brush
9. Circle the words with the long /a/ sound:
   tail tap sale
10. Circle the words with the long /e/ sound:
    beat tree these
11. Circle the words with the long /i/ sound:
    ride kid high
12. Circle the word with the long/o/ sound:
    goat got grow
13. Circle the words with the long /u/ sound:
    sure umbrella rude
14. Change the word to the plural form:
    duty _____
15. Change the word to the past tense:
    name _____
16. Change the word to the past tense:
    chop _____
17. Change the word fit to mean " not fit" _____
18. Change the word read to mean "read again" _____
19. Use this contraction in a sentence: I'm _____
    _____
20. Use this contraction in a sentence" we're _____
    _____

APPENDIX D

WRITING RUBRICS

Date Journal Writing			
Content	Draws pictures Copies words from the walls/room	Writes "safe" sentences	Expresses thoughts, feelings, ideas
Spelling	Uses beginning sounds to help spell unfamiliar words.	Spells sight words correctly Uses beginning and ending sounds to help spell unfamiliar words	Spells sight words correctly Uses vowels Uses beginning, ending and medial sounds to help spell words Uses word bank
Spacing	Leaves no space between words	Leaves space between some words	Puts space between all words
Punctuation	Improper use of capitals and periods	Uses a capital letter at the beginning of a sentence and at the beginning of names. Puts a period at the end of each sentence	Uses capitals and periods correctly Experiments with other forms of punctuation

Name: _____

Date: _____

WRITING RUBRIC

	1	2	3
Main Idea	Student writes letters, words, or phrases.	Student writes a main idea sentence.	Student writes a well-developed main idea sentence.
Details	Student has no detail sentences.	Student writes one to three detail sentences.	Student writes four or more detail sentences.
Capitalization	Student never uses capitals correctly.	Student uses capitals correctly occasionally.	Student uses capitals correctly most of the time.
Punctuation	Student seldom punctuates sentences correctly.	Student punctuates sentences correctly occasionally.	Student punctuates sentences correctly most of the time.
Spelling	Student writes letters with little connection to sounds.	Student spells most words with some phonetic connection.	Student spells most words phonetically or correctly.
Reading-Writing Connection	Student cannot rewrite the story in any depth.	Story can rewrite the basic story or text.	Student can rewrite the story in detail.

Grading Scale:		Number of Correct Points:
Main Idea	3x4=12	60-55=VG
Details	3x4=12	54-50=G
Capitalization	3x3=9	49-42=S
Punctuation	3x2=6	41=P
Spelling	3x2=6	
Reading-Writing Connection	3x5=15	
Total Points:	60	

Name: _____

Date: _____

WRITING RUBRIC

	1	2	3
Main Idea	Student writes letters, words, or phrases.	Student writes a main idea sentence.	Student writes a well-developed main idea sentence.
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Main Idea	3x4=12
Details	3x4=12
Capitalization	3x3=9
Punctuation	3x2=6
Spelling	3x2=6
Reading-Writing Connection	3x5=15

Total Points: 60

Number of Correct Points:

60 - 55 = A

54 - 50 = B

49 - 42 = C

41 - 36 = D

35 - 0 = F

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